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ABSTRACT

This theme issue of "Coordinators' Notebook" takes a cross-cultural look at how men, as fathers, caregivers, and in other roles, affect the lives of young children. The issue also explores the ways in which educating men about the needs of children and getting them involved in the programming process have strengthened programs that promote the growth and development of young children. The title article, by Judith L. Evans, covers the following topics: (1) men as fathers; (2) changing roles of men and women; (3) the roles men play beyond being a father; (4) strategies for deepening men's understanding and involvement with their children; and (5) suggestions on where to begin when establishing programs. A second article (Janet Brown) explores gender relations and conflicts. Other sections of this issue provide related resources, profiles of programs providing quality services to children and families. Additional news and information on the Consultative Group on Early childhood Care and Development conclude the issue, including announcement of the two 1995 women's conferences to be held in Beijing, China. (Contains 22 references.) (SW)

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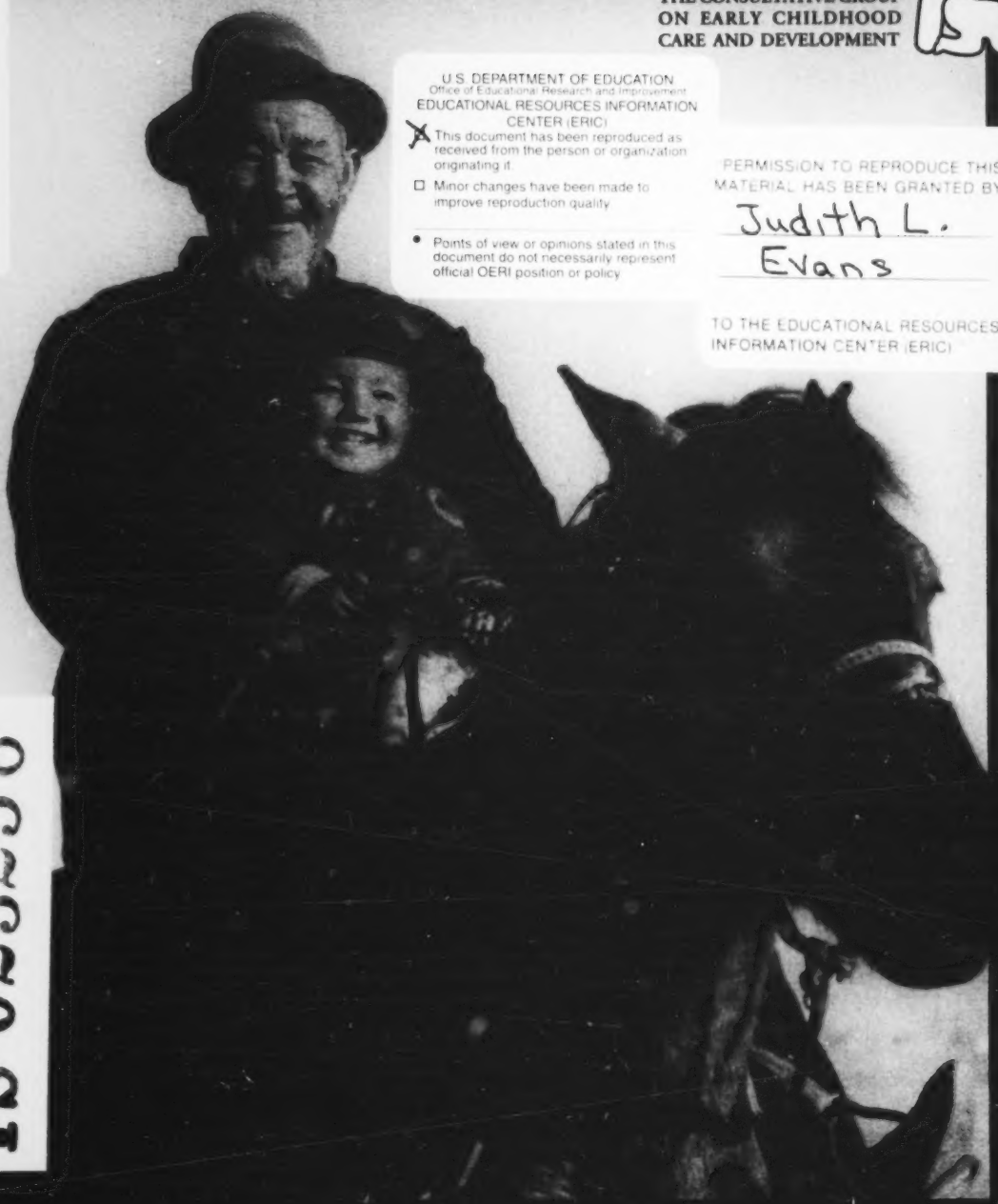

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Men in the Lives of Children

JUDITH L. EVANS

Men affect children in profound and diverse ways.

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Little serious attention has been paid to working with the men in children's lives.

1994 was the Year of the Family and around the world there were conferences, seminars, workshops and activities designed to make us all more aware of the importance of the family and to encourage us to develop appropriate ways to support families. However, when we look at the actions taken, it becomes evident that when addressing the family of the very young child, efforts are commonly devoted to providing supports to the mother in her caretaking role. Little serious attention has been paid to working with the men in children's lives.

Men affect children in profound and diverse ways. As fathers and family members both their contributions and their failures to contribute have great impact on the health and development of young children. In their roles outside the family, as teachers, community leaders, religious leaders, health providers, and policy-makers men make decisions that often shape the capability of families to help young children thrive. When these influential men have supportive attitudes toward young children and when they are well-informed about young children's needs, they are more likely to facilitate the establishment of solid programming efforts. When, by contrast, influential men are dismissive of the importance of the early years, or carry misconceptions about what young children need, then programs to help young children are often blocked, or unsustainable. Both children and women are interdependent with the men in their lives, and with the men whose decisions affect them. *Programming for young children and the family needs to reflect and address this reality if it is to effectively support quality experiences for young children.*

Within the last few years there has been an increasing interest in looking at the relationship between

fathers and their children. In December 1993, a meeting was held in Mexico.[1] Researchers and practitioners from Guatemala, Nicaragua, Honduras, and the United States met to discuss the roles and responsibilities of fathers in relation to their children. Recommendations were made regarding research, policy and program development. (Engle & Alatorre 1994) As a follow-up, in June 1994, UNICEF and the Population Council hosted a similar workshop for researchers from universities in Brazil, the Caribbean and the US. Topics for discussion included the traditional role of the father as it relates to health and nutrition programming and the relation of fathering to Early Childhood Care and Development. During the conference there was also a discussion of the ways to design programs to provide gender equality through making men's and women's roles more complementary. (Engle, 1994a)

Others have taken a broader view of men's roles in the lives of children and are looking at the role of men in the society as a whole as *carers*. For example, in May 1993, a meeting was held in Italy.[2] One motivation for the meeting was to respond to Article 6 of the European Council of Ministers' Recommendation on Child Care which suggests that member States promote and encourage increased participation by men in the care and upbringing of children. While Article 6 focuses on the parenting role, there was discussion at the meeting of larger issues: the involvement of men in childcare services; changing the culture of the workplace to support increased participation by men in caring for children; the role of the media in helping to increase awareness of the importance of men's participation in caring for children; and other social actions that provide support to men as they take a more active role in young children's lives.

In this article we take an even broader view, and attempt to look at the ways men, as fathers, carers and in other roles, have an impact on the lives of young children. We will illustrate the ways in which educating men about the needs of children and getting them more involved in the programming process have strengthened programs which promote the growth and development of young children. We will also offer a set of strategies that can be employed to increase men's awareness of the needs of and involvement in the lives of children.

Men as Fathers

In recent years men as fathers have been the subject of a number of research studies and reviews.[3] Nonetheless, it is important to note that this is a relatively new area of inquiry. There are many dimensions of the contributions of fathers that have yet to be examined, in contrast to what is known about interactions

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[1] Sponsored by the National Autonomous University of Mexico (UNAM), the Population Council, Ford Foundation and the Swedish International Development Authority.

[2] Hosted by the Regional Government of Emilia-Romagna and the European Commission Network on Childcare and other Measures to Reconcile Employment and Family Responsibilities of Men and Women.

[3] Many of these studies are presented and reviewed in the works of Engle and Breaux, 1994, and Engle, 1994a. These are good resources for gaining an overview of the research on men as fathers carried out to date. Another important reference is Lamb, 1987.

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and inter-relationships between mothers and young children. The studies conducted to date have examined the ways in which fathers are directly involved with the family, through caring for and interacting with the child and/or through their relationship with the mother. They also examine the other ways fathers contribute to the family through the provision of material goods, economic support, and shelter. In essence, research shows that fathers can positively affect their children's development through appropriate interactions. And while there are many questions left unanswered, what follows is a summary of what is known to date.

Direct Involvement with the Family

The nature of the interaction with the child. Most of the studies looking at the attachment of fathers to their infant and the involvement of the father in the child's early life have been conducted in the North. These studies show that when fathers are a significant part of the child's life from birth, the children score higher on intelligence tests than children whose fathers are less involved. (Engle and Breaux, 1994, pg. 19). Specifically, a study in Barbados by Russell-Brown, Engle & Townsend (1994), shows that "children who have good or ongoing relationships with their fathers appear more likely to do better at school and to have fewer behavioral problems." (pg. vi) The factors that emerge as significant are the level of involvement and the type of involvement the father has with his child, rather than the amount of time that the father spends interacting with the child. (pg. 20) There is little data available on other outcomes, beyond IQ and school performance and behavior.

"Involvement" does not mean that the father must be the primary caregiver; to have an impact on the child's development he simply needs to be an active part of the child's daily life.

In their review of the literature Engle and Breaux (1994) note that one of the most significant impacts of father involvement with the child is on the father himself. The more the father cares for the child, the more he becomes involved with the child. (pg. 21) Fathers who have exclusive responsibility for the child at some points in time develop caregiving skills and gain confidence. Extrapolating from the research, one could make a strong argument for increasing the father's role in parenting young children because, in general, when fathers are involved there are positive outcomes for children.

However, studies show that fathers are conspicuously absent in terms of spending time with young children. In a cross-cultural study conducted by

TABLE 1

Number of Hours per Day 4-Year-Olds Spend with Various Caregivers

COUNTRY/TERRITORY	Mother	Father	Other Relative	Other Caregiver
Belgium	5.2	0.5	1.0	6.1
China	6.8	0.9	1.5	3.1
Finland	7.7	0.8	0.5	4.8
Germany	10.0	0.6	1.1	2.3
Hong Kong	7.5	0.1	1.7	4.0
Nigeria	10.0	0.7	1.2	2.5
Portugal	8.2	0.4	2.6	3.1
Spain	7.6	0.3	1.0	4.7
Thailand	8.0	0.2	2.7	1.0
U.S.A.	10.7	0.7	0.8	2.9

Entries are based on 16 waking hours each day, but the figures do not include time spent with both parents, time the child is with no one, and time for which no information was provided.

Source: *Families Speak: Early Childhood Care and Education in 11 Countries*, by P.P. Olmsted and D.P. Weikart, 1995. High/Scope Press, 600 N. River St., Ypsilanti, MI 48198-2898. Tel: (313/485-2000. Fax: (313/485-0704.

High/Scope Foundation (Olmsted and Weikart, 1995) examining the lives of 4-year-old children in eleven countries,[4] researchers found that on average, the 4-year-olds in the countries studied spent at least five of their waking hours under their mothers' supervision and less than an hour under the supervision of fathers. The U.S. children spent about 11 waking hours a day in their mothers' care, one hour with both parents, and 42 minutes in their fathers' care. Table 1 illustrates the distribution of waking hours that 4-year-olds spend with their caregivers.

Similar findings emerged in a study from India titled *The Girl Child and the Family: An Action Research Study* (S. Anandalakshmy, 1994). Based on research with a national sample of 13,200 Indian girls and households, the study drew the following conclusion about the role of fathers in childrearing:

> *The role of the father in sharing activities with his daughter is so marginal that it reflects one of the great tragedies of Indian family life. It is our observation in the field (and supported by earlier findings from several studies on socialization available as theses and dissertations) that the Indian father has abrogated his responsibility of parenting. The tasks of providing for food, education and marriage are in a sense the economic duties of the father, but beyond what is the basic minimum the father steps out of the scene, surrendering his socialization role and losing the opportunity to develop emotional closeness with his children.* (pg. 66)

There are no data to identify minimum amounts of time fathers would need to spend with their children in order to have a positive impact. However, it is clear from the data that despite any rhetoric about the desirability of men taking a more active, engaged role in their young children's lives, this is not yet occurring in a widespread, significant way, in the North or the South.

While it would be ideal if all fathers could be encouraged to become significantly involved in the lives of their children, the reality is that in many parts of the world, fathers are not even present. Looking at data on the percentage of households that are female-headed in various parts of the world illustrates the point. In Botswana it is 45%, in Malawi, 29%, in Jamaica, 42%, in Peru, 23%, in Thailand, 22% (Bruce, 1994) and the numbers are increasing.

Although the number of female-headed households is one indicator of whether or not fathers are present in children's lives, Bruce (1994) argues that this is not the most accurate way to portray the lives of women and/or hypothesize about father presence. Not all mothers without partners are in female-headed households. Some live with their parents, grandparents, uncles or in other types of households. Thus rather than making policy based on female-headed households, and assuming that the percentage of male absence is the same as the percentage of female-headed households, Bruce argues that it is more accurate to look at women's living arrangements. She presents

[4] This study is referred to as the I.E.A. study, and is sponsored by the International Association for the Evaluation of Educational Achievement. The I.E.A. is a nonprofit group involving more than 60 countries, which has been doing cross-national education studies for 30 years. In this study, the researchers surveyed families of 4-year-olds in Belgium, China, Finland, Germany, Hong Kong, Italy, Nigeria, Poland, Spain, Thailand, and the United States.

data on the percentage of women who live with a resident partner providing quite a different portrayal of women's lives. For example, when one looks at female-headed households compared with women living without resident partners, in Ghana there are 20% female-headed households compared to 50% of the mothers who have no resident partner. The comparable numbers for Kenya are 17% female-headed households with 43% of the mothers living without a resident partner, for Mali these are 5% and 20%, and for Senegal 2% and 33%. The lack of a resident partner is a much more significant variable if we are looking at the potential for fathers to be involved in the lives of their children.

The nature of the interaction with the mother. Another way that men can have a positive impact on their children's lives is through the kind of relationship they have with the child's mother and the kind of emotional support they provide. After a review of the literature on studies conducted primarily in the North, Engle and Breaux (1994) conclude: "The quality of the marital relationship is significantly associated with the nature of both the father-child and mother-child interaction. The more positive the relationship, the more involved the father is likely to be in childcare and vice versa. Of course causality can go either way." (pg. 33)

They also note that "the quality of the father's relationship with his child is much more dependent on his relationship with his spouse or partner, the child's mother, than it is for the mother's relationship with her child. In other words, the father-child relationship is more contextual than the mother-child relationship. Hers tends to be consistent regardless of the strength of the marital or sexual bond." (pg. 33) One implication of this research for programs that support families is that when there is disruption in the relationship between partners, men may need support if they are to maintain or strengthen their commitments and ability to relate appropriately to their children.

Other Contributions to the Family

One way that men in many cultures contribute to the well-being of their children is through the provision of income to support the activities of the family. However, men are not the only ones who contribute financially to the family. Increasingly women are making substantial and sometimes even majority contributions to the family income. For example, in Madras, India, women contribute 46% to the family income while men contribute 42%, with 12% coming from joint income. In Nepal women contribute 50% of the family income, in the Philippines women's income exceeds men's by 10% when home production is taken into account, and in Ghana women maintain 33% of the households. (Bruce, 1994)

Studies have been conducted which look at the relationship between men's and women's income and how that affects children's growth and development. In essence they suggest that men and women allocate the resources they control differently. Women are more likely than men to use funds available to them to meet the needs of children. In view of these findings, Engle (1994b) raises the question of whether or not policy should be directed toward increasing the amount of work available to women in order to improve children's health status. She suggests it might be more appropriate to put greater effort into helping men change their priorities in terms of their spending. She goes on to state that since women's work load is already considerably greater than men's, strategies should be developed to encourage men to give greater priority to the needs of children in the allocation of their income rather than creating strategies that focus on increasing women's income through increasing their workload. (pg. 1)

In sum, the literature would suggest that it is important in terms of the child's well-being for the father to be involved in appropriate ways with the child. It needs to be noted, however, that the studies addressing fathers' direct involvement in the family (with the children and with the children's mothers) have been developed from the vantage point of those living in the North, and the majority of the studies which provide us with these conclusions have been conducted in the US or Europe. While there has been some

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In many places it is difficult for men to provide financially for their family.

cross-cultural research to support a universal argument that fathers need to be more involved in the lives of their children. (as described below), it is critical to look more fully at what is known about cross-cultural differences, the impact of different religious beliefs, and differences across cultures in maternal behavior. We do not want to give the impression that there is a 'right way' to father. There are a variety of cultural dimensions that determine the effectiveness of the roles fathers play in relation to their children.

Is There a Father Instinct?

In their work, *Is There a Father Instinct?* Engle and Breaux (1994) review cross-cultural descriptions of fathering. From the review they conclude there are some aspects

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of fathering that are common in all cultures. (pgs. 13–16) They are paraphrased as follows:

The father role is recognized in all cultures. Although the individual who takes on a fathering role may not be the biological father, in all cultures there are gender-specific roles for men and women in the lives of young children.

Fathers can be as nurturing and affectionate as mothers; they are as capable as mothers of providing infant care as well as older-child care. Fathers have the capacity to provide care early on in a child's life. There is nothing inherently different between men and women in terms of their ability to be responsive to children's needs, to nurture and be affectionate.

The father has a more limited role in infant and young child care than the mother. The younger the child, the less the father is involved in the child's care. As children get older the father's role increases, particularly when the child is being socialized. Fathers often play a key role in disciplining the child. In reviewing the literature on fathers' role in caregiving during the early years, Engle and Breaux (1994) conclude, "Fathers are consistently reported to spend approximately one third the amount of time in providing childcare that mothers do (slightly lower if the mothers make the time estimates)." (pg. 15)

A fairly typical scenario of the limited roles men play in infant and young child care comes from a study of childrearing practices in Lao. The study revealed that fathers do not get involved in any childcare until the child is three to four years of age. The father's task is to provide food, clothes and general support during this time. At times the father will carry the child, but he is not involved in feeding, bathing or 'watching' the child. As the child grows older the father takes a dominant role in teaching and disciplining the child. The father makes decisions related to illness, attendance at school, division of work within the household. Fathers are also involved in making toys for the children. (Phanjaruniti, 1994 pg. 12)

Fathers do not increase time in childcare when the mother is working. Studies of the work and caregiving of families in the United States, Jamaica and India all indicated that the amount of caregiving provided by the mother is more or less the same (she does 90% of the caregiving) regardless of whether or not she is working. (Engle & Breaux, 1994, pg. 16) Thus while the arrival of a baby and care for young children significantly increases women's work it does not make much difference in the father's workload.

Cross-Cultural Dimensions of Fathering

In looking at cross-cultural studies in terms of the father's role in the lives of young children, it can be concluded that the more cooperation and communication required of men and women in their daily activities (i.e. if they are both involved in securing food for the family or both undertake similar tasks on behalf of the family) the more they are likely to be jointly involved in childcare. The more separate men's and women's roles and tasks, the more prescribed men's roles are in relation to children, and generally the more limited men's roles are in terms of caregiving.

There are many variables that determine the kind of roles that fathers have in relation to their children.

Authority and Power. The ascription of power and authority is important in terms of a father's relationship with his family. In many cultures men are the decision-makers in terms of what happens both within the family and as the family interacts with the world. Historically this power comes from the fact that men have been the major providers for the family. In many cases this authority has been given to them as a result of the dominant religious beliefs. If men have difficulties fulfilling the breadwinning role and women increase their capacity to support the family financially, men's authority role is undermined. This sometimes leaves them at a loss in terms of how they should now relate to family members.

In Brown's work in Jamaica she noted that men's "role as economic providers was clear, but if they were

not able to fulfill this role, they could find no other place in the family for themselves." (as summarized by Engle, 1994, pg. 22)

Family Structure. The structure of a family—who is present, how the household is organized, and expectations of males and females in that setting—all contribute to a definition of how men relate to young children.

In traditional families with an extended family system, in which there are grandmothers, aunts and/or other wives available to help care for young children, the father's role is limited and prescribed. However, as families become more nuclear in composition, caregiving roles traditionally taken on by others may fall on the father. Zeitlin (1993) reported on what happened to some families in Nigeria as they moved from the traditional extended family culture to the modern nuclear family configuration. In essence, the move to urban living and the nuclear family meant that fathers had to change their roles. Some became more involved in the lives of their children, others withdrew. If there had been more support for fathers in the transition, perhaps more of them would have been comfortable in increasing their involvement with their children.

Another family structure that is found in various parts of the world is the incorporation of the young family within the husband's household of origin where

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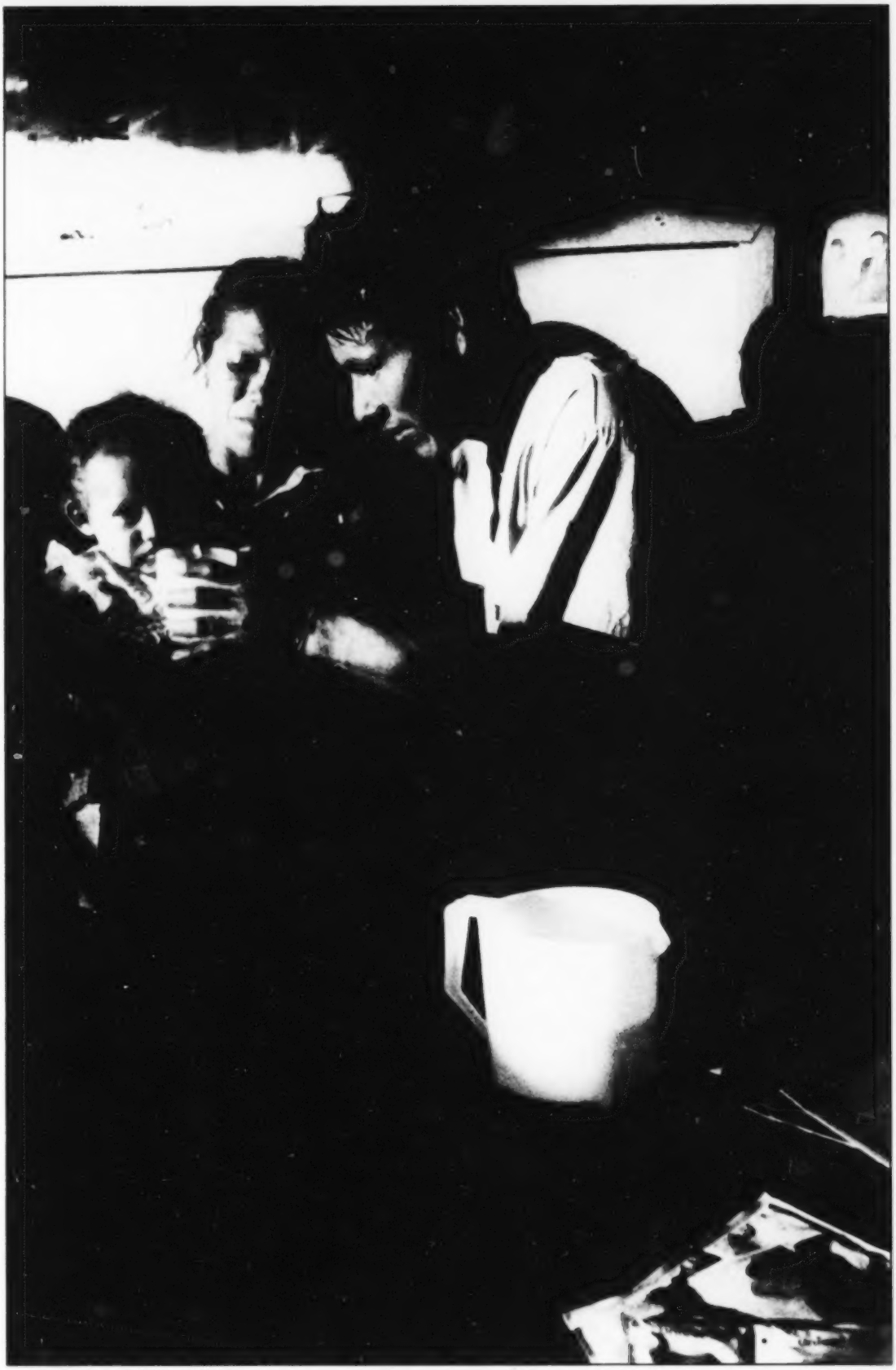
the mother-in-law plays a dominant role in determining how the household is run and how children are cared for. In many instances, fathers are systematically excluded from providing care for their children, although they may play with children and be a part of the socialization process as the child grows older.

In Botswana there is yet another family structure in place. Anthropologists Townsend and Carey studied the fathering patterns in rural Botswana. In one rural setting the person who took on the father role was not always the biological father. The mother's father and/or brother were expected to be the father during the child's early years. They became the social fathers for the child. One explanation for this may be related to the pattern of men's employment. In the area being studied, the men migrated to other countries for as long as 10 months a year. Thus they were unlikely to be present during the child's formative years. Another explanation has to do with the marriage process itself. Many children were born before the couple actually married, as the marriage negotiations could take as many as ten years, even though the couple was committed to the marriage. Before the marriage, the woman lived with her own mother. Thus when a couple married they could have adolescent children. Again, this did not place the biological father in the position of fathering the child. The mother's father or brother, who were present in the household, served as fathers. Furthermore, before marriage the man's loyalty was to his family of origin. Thus he sent money to support them rather than his wife (to be) and children who lived in a different household. (as reported on in Engle, 1994a, pg. 18)

There are other instances when a man's first loyalty is to his family of origin rather than to the mother of his children. In Nicaragua and parts of the Caribbean the father's loyalty is to his own mother first and then to his wife and family. (Engle, 1994a, pg. 23) As Brown notes in her work with Jamaican men, "the man's links and obligations to his mother and sisters were very strong, and perhaps stronger than linkage to his children. Men felt that they could not satisfy anyone because of these multiple demands." (from Engle, 1994a, pg. 22) Thus it is important to understand where a man's loyalty lies in evaluating his contribution to the family.

Religious differences. All the major religions of the world define the roles for men and women clearly and separately. Yet within each of these religions there are significant differences in interpretation, presenting us with a continuum in terms of how strictly these definitions are adhered to in modern times. Thus it is not possible to say that, "in all Muslim countries the belief is that ..." or, "in all Catholic countries men are expected to ..." Rather it is important to understand how religion interacts with other variables in a given culture to have an impact on the relationship that fathers are likely to have with their children.

For example, Pakistan is a predominantly Muslim country, and in Northern Pakistan there is strict adherence to differentiation of sex roles. In fact, for the most part, women are sequestered in the home and are not seen on the streets. Women are not allowed to interact with males outside of their family. While many would view this as negative in terms of women's rights, it has one potentially very positive outcome. Men have to be involved in their children's



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A family in southern Peru.

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lives. Women cannot take the child to visit the doctor. They cannot take the child to school. The father is the interface for the child between the home and world. To play this role the father needs to have an understanding of the child's needs and take appropriate actions to support the child's development. A parent education program in this part of the world would certainly need to focus on providing the father with appropriate child development information and support him in his role as caregiver.

Women's role in facilitating/hindering the father's role. The way in which roles for men and women have been prescribed culturally and over time affects what both men and women see as their responsibilities in terms of caregiving. In many cultures women are seen as the exclusive caregivers in the early months of a child's life. The extent and the timing of the involvement of others (the father, extended family members, community) in the child's life differs across cultures. In seeking to define an expanded or different role for fathers it is necessary to evaluate what that would mean for mothers and others already involved in caring for the child.

For many women, their status within the community is defined by their parenting role. The woman is respected and given identity based on her ability to care for and nurture her children. If program developers seek to relieve women of that responsibility by an expansion of men's roles in the lives of children or through the provision of alternative childcare, it may be quite reasonably blocked by women. An example of this phenomenon occurred in Pakistan. In Chitral those involved in the Women in Development program were working with local women to develop an informal cooperative village-based childcare system that would make it possible for mothers to leave their young children with one of the village women whenever they went to work in the fields. This was seen as very positive by the women, as they would find it easier to walk the long distances back and forth from the fields without having to carry children, and they would not have to constantly monitor what their child was doing while they were working.

The men involved in the planning process (villagers and regional developers alike), anticipating the benefits of donor gifts of a vehicle and a building, pushed to expand and formalize the idea. They proposed that a childcare center be built where the women could drop their children off in the morning and collect them at the end of the day, leaving the children in care 10–12 hours a day. The women, feeling their children were being taken away from them and institutionalized, were horrified by the idea. They wanted to care for their own children. The informal village-based arrangement they were contemplating allowed them to feel they still had control over and influence in caring for the children, while relieving individual mothers of some of the stress of the task. The men's plan did not really take the needs and perceptions of the women and children into account. As a result, no childcare program was developed.

This example illustrates how critical it is in planning programs to support parenting and provide care for young children, to be sensitive to patterns of caring that currently exist. In seeking ways to either alleviate the stresses of women's responsibilities for children and or to increase the active involvement of fathers in children's lives, it is crucial to pay attention to the expectations, fears, and desires of both men and women.

In their review of the relationship between the mother's attitude and the father's involvement with the child, Engle and Breaux (1994) conclude:

> *The mother's attitude toward the father's role in childcare can play a major role in his interactions with his children. Women who accept, encourage, and even model behaviors with children may have more involved spouses. . . Mothers [are] more influential than fathers in deciding that the husband should take on a nontraditional primary caregiving role.* (pg. 11)

The Changing Roles of Men and Women

In traditional cultures men's and women's roles were clearly specified. For the most part they were functional, given the geographical and political context within which people lived and the demands on men and women within that setting. But the context is changing rapidly, as are the lives of individuals. What follows is a discussion of some of the changes that are affecting the roles men play in children's lives.

Changes in the men's ability to provide economically. In all parts of the world there is a change in the kinds of work that men do and in their ability to provide financially for their families. With the move away from a rural subsistence economy into urban work situations, the changes in the nature of work, the reliance on other people as employers, and an international recession, many men are finding themselves unemployed and unable to support a family. To a considerable degree in most cultures, men's identity and self-esteem are derived from their ability to provide for their families financially. Thus, when they are unable to do so it has an impact on their relationship with both the mother and the children and as a consequence men's parenting behavior changes, even to the extent of being absent.

A study in Brazil (Barros, 1994) looked at the relationship between the number of fathers who lived with their families and the relative poverty of the family. What Barros discovered was that there is a nearly linear relationship between family poverty and fathers living in the house. The poorer the family, the less

likely the father is to be living with the mother and child when the child is 12 months old. 15.7% of fathers were not living with their family when the income was less than $50, 11.8% were not living with the family when the income was between $151 and $300, but only 5.2% were not living with the family when the income was over $500.

A similar finding came from a study in Jamaica. There they identified two dimensions of the relationship between men's living with their partners and children and their ability to provide income for the family. First, fathers were more likely to stay if they could provide income, and second, women were more willing to allow the man to stay if he could provide (Brown et al., 1993).

A related study in Chile looked at the relative contributions that fathers made to the family, based on their relationship with the mother and their ability to provide support. (Buvinic et al., 1992). The study found that a Chilean father was 17 times more likely to contribute to his child's maintenance if he and the mother were married. Further, if he was working he was five times more likely to provide financial support than if he were unemployed (as cited in Engle & Breaux, 1994, pg. 31). Those fathers who felt they could make a significant contribution to the family in financial terms were more present and confident about their role within the family.

When men can not find work in their community they are forced to migrate to other places. Sometimes fathers commute to the city while their families remain in the rural area. Fathers are then only available on weekends or during holidays. However, the search for work may involve moving to another country, as for example the men from Bangladesh and Indonesia who seek work on the plantations in Malaysia, the Indians and Pakistanis who work in Saudi Arabia, the men from Botswana who migrate to work in the mines in South Africa, and the Turkish guestworkers in Germany. When the only work that can be found is at a distance, fathers can not be an integral part of their children's lives.

Changes in women's ability to provide economically. Women's participation in the workplace has also changed. Rather than decreasing, as men's employment has, women's employment has increased. The data cited on page 5 regarding the percentage of household income generated by women is one indication of women's increasing ability to contribute to the family income. With this comes an increase in women's status within the family and in their power to make decisions which affect the family.

However, even with women earning more, it is still not enough. They are generally employed in low-income jobs that offer little security and few benefits. And they still earn less money per hour, so they have to work a greater number of hours to generate an equivalent level of income. Ironically, even though women are earning less than men, they contribute a higher percentage of their income to the family than do fathers. Increasing their earnings would have a significantly greater impact on children than increasing the father's earnings by an equivalent amount, since women donate a greater percentage of their income to promote children's well-being. This conclusion comes from a study by Engle (1994b) who looked at the relationship between the contributions that both men and women made to family income in Guatemala and Nicaragua, and the impact on children's nutrition.

In the Guatemalan study, Engle found that there was a relationship between fathers' contribution to family income and children's nutritional status. However, it was not the relative amount a man contributed (for example, $10 dollars vs. $50 dollars) that determined the quality of children's nutritional status, but rather the percentage of the father's income that was contributed to the family. In looking at the relative contribution of the mother's and father's income, Engle calculated that "to increase the child's height for age by half a standard deviation ... it would be necessary to increase the salary of the mother by $11.40 per person per month. To achieve a similar change by manipulating the father's income, one would have to increase his salary by $166.00." (Engle, 1994b, pg. 22) given the percentage of mother and father income allocated to children.

The increase in income for women creates changes for the family, but does not necessarily mean that women are able to provide financially all that the family needs. In many cases there is a complex inter-relationship between men's contributions, women's contributions, the survival demands placed on both parents and the family functioning that results from these interacting factors. While it is difficult to sort out the shifting economic opportunities for both men and women, it does appear that a development strategy that encourages an increase in the father's commitment to his children and the percentage of his income he contributes to the family would be fruitful.

Society's changing expectations. Another dimension of the focus on men in the lives of children is the fact that there are changing societal expectations in terms of the ways and extent to which men should be involved in the lives of their children. There are several factors shifting expectations of men. As mentioned above, the changing economic circumstances and moves to more urban settings have changed family structures, putting pressure on parents to rethink their roles and leaving men and women searching for models of how to behave in relation to children. As the South (the Majority World) has increased contact with the North, particularly through the mass media, expectations of men are often influenced by the images of fathering perpetuated by television, radio, and movies. Even in remote corners of the world, television and radio programs are providing models of men who are involved in their children's lives and upbringing.

Some family intervention programs have successfully taken advantage of this trend. For example, in a breastfeeding project in Jordan, fathers, sons and mothers-in-law were chosen as messengers.

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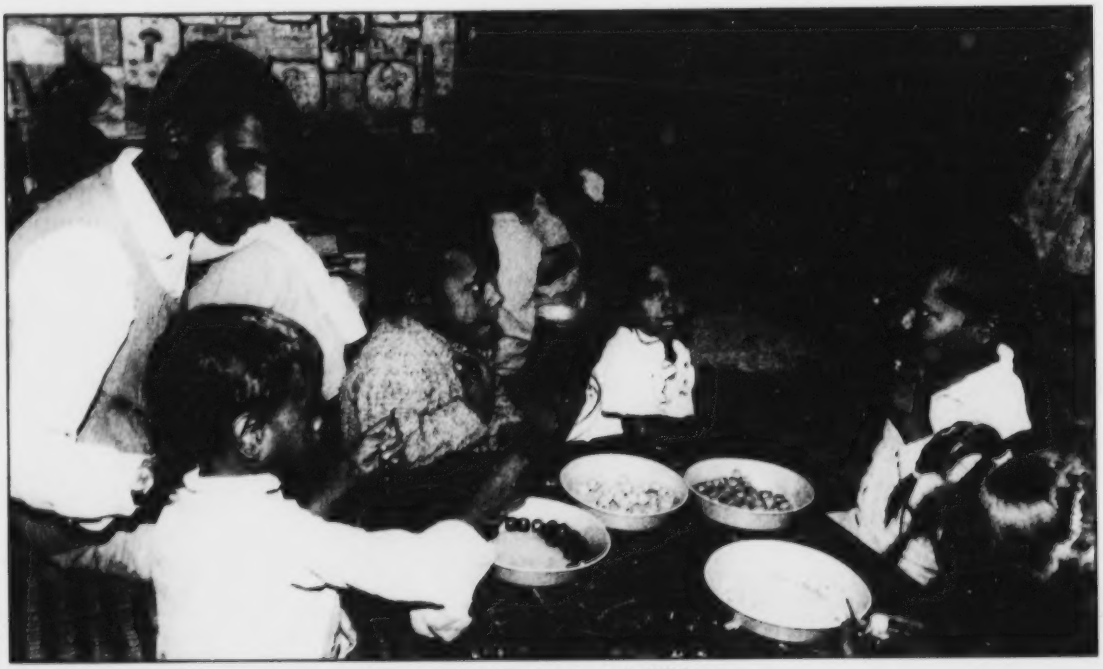


Jean-Luc Ray-Aga Khan Foundation

Teaching in a child care program has rewards for men and children.

Because breastfeeding is sometimes regarded as an "unusual" practice in Jordan, one breastfeeding intervention used a series of television spots which focused on the family and the cultural legitimacy of breastfeeding. Messages to "eat better" emphasized the role played by fathers and elder sons in encouraging the mother to take care of herself. The mother-in-law was seen advising the young mother how to increase her breastmilk and reminding her to feed the baby on demand. Finally, quotes from the Koran recommending breastfeeding were used to lend religious legitimacy. (USAID, 1991)

The combination of these messengers (and the use of television in presenting newly reinforced involvement by men) provided a support for breastfeeding practices within the family structure in Jordan that was much stronger than information solely targeted to the mother.

In many parts of the world a return to fundamentalist religions is affecting how fathers view their roles. As religious leaders preach that parents are responsible for the moral health of their children, men are increasingly becoming interested in affecting their children's upbringing in more than a custodial way. As the above example illustrates, this can be supported by programs that promote positive parenting practices among men.

Men's desire to change their role. Over the past 20 years or so, there has been a shift on the part of men in North countries toward greater recognition of their influence on the development of their children. While the women's movement has certainly given an impetus to this, an added piece is that many men have realized that they are missing out on an important experience by not being involved in the day-to-day lives of their children. They are seeking ways to balance family and work. They are also beginning to redefine fathering and look for social support in taking fathering more seriously. Fledgling support groups have sprung up, numerous T.V. shows have portrayed men who find themselves in the role of single parents or as active parents within nontraditional households, and the topic has made the rounds of talk shows, magazine articles, and nonfiction bestsellers.

In many North (and South) countries men receive mixed messages about their rights and duties as fathers. Men who care about children are portrayed as everything from heroes to emasculated pushovers. They are pressured by media messages to get involved in their children's lives, and then in some settings viewed suspiciously by other parents if they do. In most cases they have little opportunity to take parental leave from work when their children are in need, and their involvement is dependant on the cooperation of the children's mother, who may or may not be prepared to actually allow the father into the caregiving and nurturing process. As the data from the High/Scope I.E.A. study (Olmsted and Weikart, 1994) demonstrate, despite the widespread rhetoric in support of fathering, the reality is that most fathers still spend less than an hour a day alone with their young children, which is a small percentage of the

Some men become teachers within the formal education system. UNICEF: 00193-1704 Lemoyne

time their child receives care.

Changes in families and their living situations are happening rapidly. We cannot predict how these changes will affect families and the care they provide for young children. This makes it even more important for programs that strive to support young children and their families to take the time to examine the circumstances in which women and men are attempting (or failing) to parent their children. It is crucial to identify within each context: 1) the presence of fathers and other men in young children's lives, 2) men's expectations of themselves in relation to their children and the children's mothers, 3) mothers' and the community's expectations of men, 4) the ways men are responding to these expectations, both productively and destructively, and 5) the supports for and impediments to men's involvement in the lives of their children.

Beyond Being a Father

While the role that men play in relation to their own children is critical in the lives of individual children, the roles men play in the world beyond their family are likely to have an impact on a greater number of children. In today's world men are in key decision-making positions—within religious groups, within the community, within the health and social services that support family life, within educational institutions that socialize children, and within the political parties that rule our nations. Thus if we are truly serious about looking at the ways to make a difference in children's lives we need to focus considerable attention on addressing and raising the awareness of men in their professional capacities.

Men as teachers. In many traditional cultures men played a significant role in the lives of children, particularly boys, as the children got older. The men were responsible for socialization tasks that would assure continuation of the culture. Boys served as apprentices to men in learning how to herd animals, hunt and/or follow the family craft within the village. Men were also responsible for socializing children into appropriate social roles, teaching them to respect their elders and the social mores of the culture. Thus men played a significant role in assuring that the child became a part of and was able to perpetuate the culture. These patterns continue in some cultures, but in most there has been a marked change.

With the introduction of modernity, formal schools, contact with the world beyond the village and the availability of mass media, children's ideas about what adults should do and be now come from a variety of sources. These sources provide information

and knowledge that fathers do not have. Thus the father is no longer seen as the primary source for learning.

Some men carry on the historical role of teacher by becoming teachers within the structure of the formal educational system. However, while we see many men involved in teaching at the higher levels of education, few men are involved in teaching the youngest children. In fact, in the higher grades of the educational system (and at University) the teachers are mostly men. Whereas, the younger the children being taught, the more likely it is that the teachers are women. Historically in many cultures men have been primary school teachers, but in many places that is changing and teaching at this level is becoming more a woman's province. In some cultures this is appropriate. In the Northern Areas of Pakistan referred to earlier, where women are not 'visible', girls would not be allowed to go to primary school if the teachers were men. However, in most parts of the world this gender stratification of teaching roles has more to do with the status of teaching young children than with social taboos. The younger the age of the children being taught the less status (and pay) associated with the job.

An examination of some of the issues faced by men who wish to work with young children was undertaken in the UK. The study resulted in a publication, *What's He Doing at the Family Centre? The Dilemmas of Men Who Care for Children* (reviewed on page 27 of this *Notebook*). In essence the study indicates that there are psychological, social and economic, rather than biological, reasons for the lack of men's involvement in the lives of young children. For example, men teaching young children report that they face prejudice from other teachers and the children's parents; that the pay for their job is considerably lower than they could get in other types of work; and that they frequently feel isolated as the 'token' man within a center-based program. The study discusses many of the issues raised by men and women working in childcare centers that affect men's recruitment and participation as staff members, and recommends a series of policy changes that would allow and encourage men to become more actively involved in caring for young children outside the home.

Men as healers. One of the most significant ways that men affect the well-being of young children is through the medical system. Traditionally and in modern times men have chosen to become healers. And while the healing profession is becoming more open to women, the upper echelons of policymakers and the majority of physicians are still predominantly men. Through the years the publications of prominent male doctors have guided the upbringing of millions of children in the North, and have also influenced parenting styles in South countries as well. The influence of such physicians as Dr. Benjamin Spock and Dr. T. Barry Brazleton has been felt around the world.

In addition it has been predominantly men who have developed the policies of the major donor agencies in the field of health—WHO and UNICEF are primary among these. These leaders have developed policies and programs, published literature, made funding decisions and set priorities which have impacted children worldwide. Yet the health field still has not embraced or promoted the basic tenets of early childhood development, nor does it reflect

UNICEF 93-1237/Patricia Roberts

A male health worker at an outreach clinic in Bhutan.

awareness of the whole range of young children's developmental needs. Unfortunately many health-related programs for young children do not address their cognitive, social or emotional needs, and thus are of limited effectiveness. If medical decision-makers were more aware of the benefits of integrated programming that supports the young child and the family, they could use their positions of power and influence to greatly improve the well-being of young children.

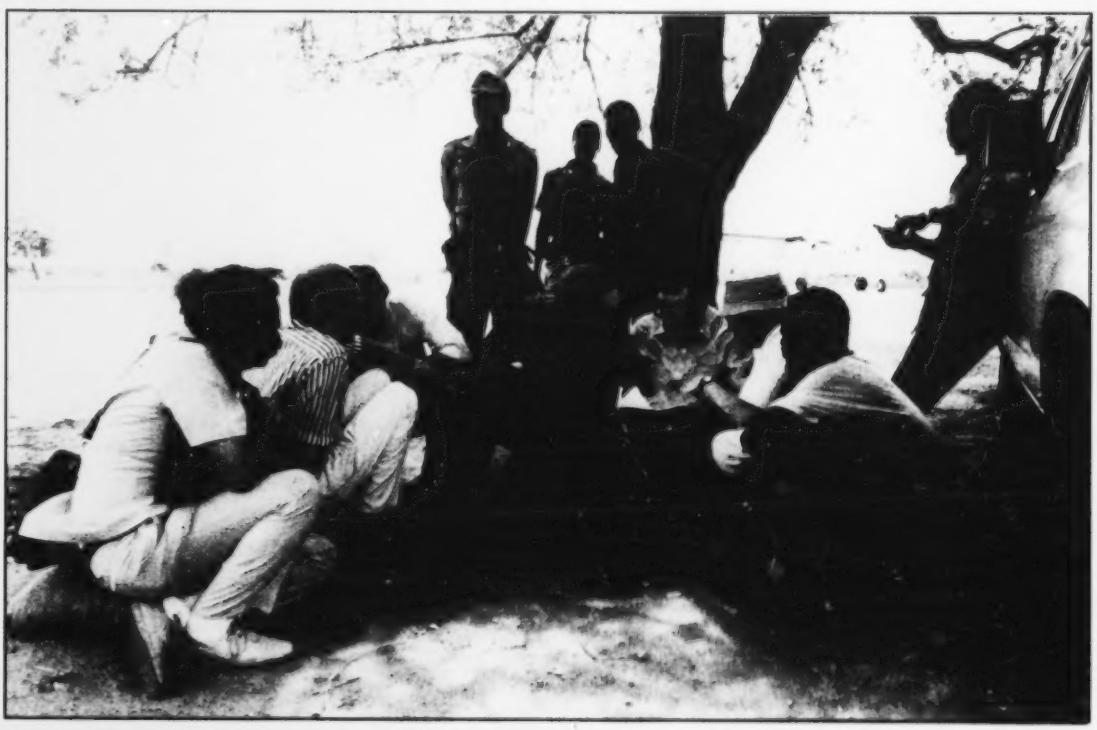
Health providers are a tremendous resource. Programs which seek to support young children and their families could greatly benefit by reaching out

more to the health profession and involving them in the development and provision of early childhood programs.

Men as community leaders. Another role predominantly held by men is that of community leader—whether that be the mayor, the town council, the chief. These men dictate policy within the community and their actions directly affect the lives of children. Educating community leaders about the value and importance of the early years can yield benefits. An example of this comes from India. SEWA (Self Employed Women's Association) in India is an organization that works with women in the informal work sector—women who are ragpickers, *bidi* rollers, street sweepers, vegetable sellers, etc. SEWA helps these women to organize and gain recognition for their work. One of the groups of women that SEWA has helped support are workers in the tobacco industry. These women are involved in all aspects of tobacco production—they plant the tobacco, care for it as it grows, harvest and then process the leaves. By law, the people (mostly men) who operate the tobacco factories are mandated to provide childcare for the young children of their employees. However, they have not adhered to this requirement.

SEWA, funded by the Aga Khan Foundation, decided to work with the tobacco owners to establish childcare centers. However, they found that approaching the owners directly was largely unsuccessful. As an alternative strategy, the SEWA team met with the mayor in each of the towns where there was a factory. They discussed the difficulties faced by the women and the needs of the young children. Surprisingly the mayors were sympathetic. In several of the towns there were buildings not currently occupied that were given to the childcare program. Other villages donated equipment and supplies. The contributions of the villages provided a starting point for the implementation of childcare centers. Seeing the contributions made by the local community, some of the factory owners also began to contribute to the centers, through providing the salary for the teacher and/or giving food for the children. Because they were originally shut out by the factory owners, SEWA was forced to develop a creative and effective alternative, which was to work with the political leadership in the town. In the long-term this allowed for the development of a stronger program. Now the community at large has a greater understanding of the needs of the women and children and has made a public commitment to providing them with appropriate supports.

Men as religious leaders. In almost all religions the leadership is provided by men. They interpret the documents which support the religion, they provide the teachings that are meant to guide people's lives, they determine the policies that affect families, particularly women and children, they control resources that could be directed toward providing appropriate



UNICEF/ 3575/ Hartley

James Grant (recently deceased) of UNICEF worked with many communities creating policies and programs to support young children and their families.

supports. Thus they are important allies in developing programs.

There have been several success stories, in which a church hierarchy, or individual religious leaders have taken a positive leadership role in (or have been educated by program providers into) providing necessary resources and support.

For example, within Latin America, the Latin American Council of Bishops (CELAM) has produced a radio theater series to assist in the parental education work being carried out by various 'Child Pastorates' throughout the Latin American Region. The series is called "Lo Mejor de Nosotros" (Our best), and includes a program particularly aimed at fathers, titled "Papi, te necesito" (Papa, I need you). The program aims to develop the idea that children are not only the responsibility of women. It promotes reflection about the false images of fathering that predominate and promotes thinking about what it means to be a good father, as well as promoting better dialogue between mothers and fathers for the good of the children.[5]

A different type of clerical involvement comes from the coast of Kenya, populated predominantly by Muslims. In 1986, a preschool program integrating secular with religious training was developed as the result of discussion among religious leaders in the area. They were concerned because Muslim children were neither gaining entrance to primary schools nor doing well if they were able to find places. One of the reasons for this was that the children's religious education began at age 3 and continued until age 9. Children could then enter the secular schools. However, since they were over-age for primary grade 1, and places were scarce, few Muslim children gained entrance into primary school. The leaders sought a solution.

It was proposed that a preschool program be developed that would integrate the Islamic principles important for children in the preschool-aged group with secular experiences that provide them with the appropriate basic cognitive skills. Upon completing this preschool, children would have the basics of their Islamic education and yet still be able to apply for entrance into primary school. The project was funded by the Aga Khan Foundation, and gained the support of the Kenyan Institute of Education (KIE). It was successfully implemented, and given the high quality of their preschool experience, large numbers of children are now accepted into primary schools and have done well. Their religious education continues in the afternoon.

[5] Information about the radio theater series can be obtained from: Leonidas Ortiz Lozada, CELAM, Departamento de Pastoral Social, Carrera 5, #118-31, B.Bogota, D.E., Colombia or from Camila Encinales, UNICEF, Carrera 13, #75–74, Bogota, D.E., Colombia.

This project is about reconciling cultural and religious differences; it is about changing attitudes toward education among the Muslims; it is about encouraging learning.

Key figures in getting this program conceptualized, implemented and accepted were the Mwalims, the Islamic teachers responsible for children's religious education and for the activities associated with the Mosque. The Mwalims had to be strong supporters of the program in order for it to succeed. Thus considerable effort was devoted by program developers to educating the Mwalims about the value of the program and the importance of their role in it. Several Mwalims were very responsive, and in some cases individual Mwalims were able to influence their more cautious colleagues in embracing the program. Watching the activities undertaken during the day, seeing the teaching style of the teachers working with the preschoolers, and being amazed by children's responsiveness, some of the Mwalims have requested training in these less punitive teaching methods.

Today the Mwalims are some of the strongest advocates of the program. They are the ones who present the program to their peers. They take great pride in the preschools that operate in their Madrassahs and in some instances the Madrassah preschools have become the centerpiece of community development efforts. (Evans, 1992)

Men as policymakers. Beyond the confines of the community there are men who have key roles in the development of national policy. Men are the predominant framers of policy. While their decisions are influenced by their own experiences, the political climate, the extent to which they are beholden to their supporters, and the strategies they think will keep them in power, knowledge also helps.

The Education for All Initiative focused the world's attention on the importance of basic education. Policymakers from countries throughout the world came together to explore what support for basic education would mean in their countries. As a part of the process they expanded their understanding of the importance of the early years to children's later growth and development. Given the availability of funds to support basic education being allocated by the major donors, countries began to examine their own education policies. UNICEF, UNESCO, USAID, and The World Bank have been working in a number

of countries to promote national commitment to early childhood programs. A part of the process has been the education of policymakers.

Awareness of the needs of young children can inform policy, or can be the impetus for ministry-based programming. An example of the latter comes from Colombia, where the Colombian Institute for Family Welfare (ICBF), a government agency, has set in motion a fathering project called "Paternar". This program aims to educate men to recognize their responsibility for the development of their children. The project uses a variety of teaching techniques: a series of pamphlets about fathering and values, short television spots, distribution of children's books about fathering to the national childcare centers, and training of community educators about fathering. Attention is paid to fathering during pregnancy, during birth and in the rearing and education of children. The basic messages in all of the materials are that all fathers can enjoy their children by being fathers who are loving, provide help and are present. The final goal is to construct a new kind of family in which the man becomes part of the everyday life of the family, develops emotional maturity in his relations with his children and his wife, and becomes an engaged father, husband and friend.[6]

An example of how specific attention to and education about the needs of young children can inform policy comes from Malaysia, a country rich in natural, human and financial resources. Over the years divisions of the government in Malaysia have devoted considerable resources to a variety of early childhood programs, in the form of preschools and childcare. These have been developed and implemented by various ministries. However, because there are numerous stakeholders in Early Childhood Development, it has been difficult for the government to coordinate their efforts and arrive at a unified policy for young children. In discussions with the government about the future of early childhood programs in the country, UNICEF agreed to fund a study which would provide the government with recommendations regarding future policy and programming.

In the next issue of the *Coordinators' Notebook* we will present more information on ways to promote the development of national policies in support of early childhood care and development.

A process was put into place that brought together those individuals already involved in early childhood provision and other stakeholders in the government with interest in young children. Through a series of workshops and focused studies, this group of policymakers learned more about the importance of the early years. While many of the participants representing health, rural development interests, education, labor, child welfare and other ministries had experience with their particular area of expertise or concern, they had not really had the chance to sit down with others and develop a holistic integrated vision of young children's lives, and policies about how to address the whole range of a family's needs.

The experience resulted in a commitment by the group of policymakers, predominantly men, to provide government support to young children and the development of an early childhood policy by the government of Malaysia. (Evans and Ismail, 1994)

The decision-makers in young children's lives, whether they be men or women, need an awareness of how to best support young children's development. They need to be integrated into any ongoing programming efforts if these programs are to take root and succeed. While the day-to-day interactions of mothers with their children are of crucial importance in supporting young children's growth, the interactions with fathers—potentially a positive and rich source of parenting—are also important. And since the mothers and children and fathers do not live in a vacuum, the other family members, community decision-makers, health and other service providers and policymakers all need to come to see the ways that their decisions, and their ignorance, affect the well-being of young children and their families.

Thus, as we seek to continue to raise awareness about the importance of the early years and as we seek additional resources that can be devoted to providing appropriate support to families, strategies need to be developed that focus on including more men in the process, at all levels. Some possible strategies are identified below.

Strategies

Men are not likely to deepen their understanding and involvement with their children or in the field of Early Childhood Care and Development on their own. In fact, in many parts of the world, awareness is needed at a basic level: men (indeed all adults) need to see that what they do and what they provide greatly affects their children. Those of us already working with children need to develop deliberate strategies to get men more involved. Strategies can be identified at several levels.

■ Work with men in different positions of power to expand their understanding of the value of the early years.

It is important not only to provide them with appropriate information, but also to help them identify ways that they personally, and in their professional capacity, can have a positive impact on the lives of children.

■ Work with men directly in relation to parenting.

This strategy is directed more to men as fathers. Many men would get more involved in the lives of

[6] Information about the Paternar Program can be obtained from: Eduardo Contreras, Instituto Colombiano de Bienestar Familiar, Subdireccion de Atencion Integral a la Familia, Avenida 68, No 64-01, Bogota, D.E., Colombia.

their children if they felt more comfortable doing so. Three of the dimensions of comfort are having appropriate knowledge, understanding how that knowledge applies to them personally, and having a supportive context in which to try on new behaviors.

Many men need support in taking an active parenting role.
Shehzad Noorani, Aga Khan Foundation

■ Provide men with child development and parenting information.

Currently many of the parenting programs work only with mothers. There are good reasons for this: women are easier to reach, they are the primary caregivers, they are more motivated to learn, they receive social support for their role as caregivers. They do not risk being teased by their peers for their interest in becoming involved with their children. Nonetheless, if fathers are to become a greater part of children's lives then program planners need to work harder to get them involved.

One project that is attempting to be more inclusive of fathers is sponsored by the Middle East and North African (MENA) office of UNICEF. There they are developing a series of videotapes that focus on children's development during the first three years of life. The abilities of infants and young children are presented through cartoons. Also included in the scripts are the ways in which adults—men and women—can interact with young children to support their growth and development. The videos demystify the child development process so that women and men can become more comfortable parenting young children.[7]

■ Provide appropriate role models.

Besides lacking knowledge, men tend to lack experience with young children. In some cultures they have little or no contact with the child during the early months. In the Lao experience described on page 6, men would begin to provide some help by carrying the child, but that did not happen until the third or fourth month of the child's life. Before that time only women interacted with the child. If men do not see other men interacting with children and they had no experiences with young children during their youth and adolescence, then the idea of handling an infant or providing care to a toddler may never have crossed their minds. However, if they see other men interacting with young children they may begin to feel it is alright for them to do so as well. One of the accomplishments of the UNICEF videos is to provide models of appropriate ways men can interact with their young child.

■ Provide support to men in their fathering role.

Even if men have more information about children's growth and development, and even if they see other men interacting with children, they may not feel comfortable doing it themselves—it is not manly or macho. As roles are changing everyone (men and women) is left with uncertainties about what is appropriate behavior in relation to children. It can be very threatening to address some of these fears in cross-sex groups. One way for men to explore their feelings, fears and concerns about parenting is to create men-only discussion groups. These groups provide men with the psychological and physical space they need to talk about their role as fathers. An example of such a group comes from the Jamaica experience, described in the article "Gender Relations and Conflicts in Fathering" page 21.

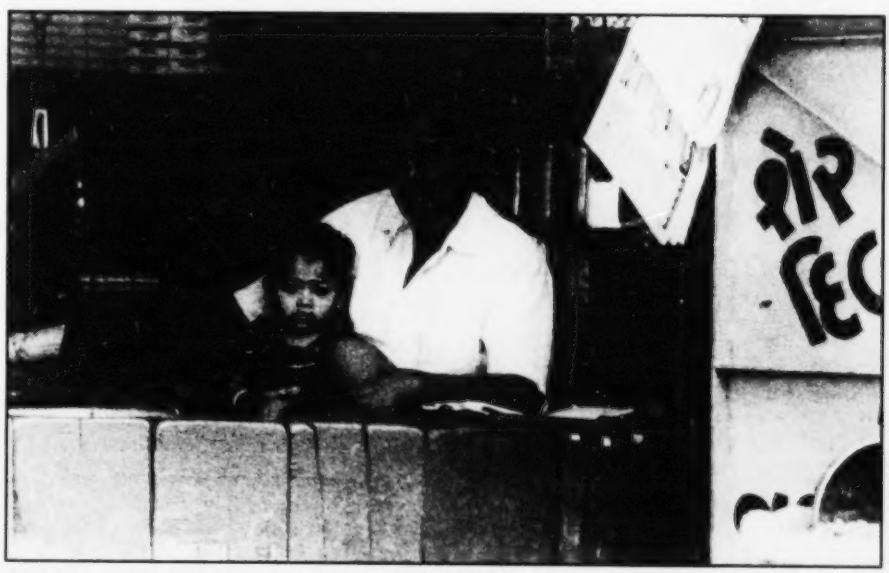
A good starting place in supporting men is to build on parenting behaviors that are already acceptable for men in a particular culture. For example, in most cultures fathers may play with small children in a "rough-house" way. Other types of play could be added to their repertoire. In cultures where men are storytellers for children this behavior can be built upon at earlier ages than it is usually introduced.

[7] Information about this set of videotapes can be obtained from Cassie Landers, UNICEF (DH-40), Three United Nations Plaza, New York, New York, 10017. Tel: (212)702-7233. Fax: (212)702-7149.

■ Provide men with opportunities to care for young children.

Armed with knowledge, appropriate role models, and the psychological support they need to take risks, men need opportunities to care for and interact with children. Here women and the society as a whole have a role to play. First, women (mothers and mothers-in-law) need to see a value in allowing men into their domain. In many instances women have no choice, they need help. In other cases women need to be supported in redefining their power and influence if they are to consciously create room for the father to take care of the child on his own.

Men also need opportunities to interact with children in a variety of contexts—in childcare centers, in pre- and primary schools. While men are willing to work in primary schools, (though generally not with the lower grades), it is extremely rare to find them working with children under the age of 6. As noted in the study undertaken by the National Children's Home in the UK, the conditions of work in childcare centers offer people working in them neither status nor appropriate pay. These poor conditions are a reflection of the society's lack of understanding of the importance of the early years. If we really valued children and really believed that the early experiences are critical in terms of establishing the basis for adult development, then we would invest highly in finding the very best people possible (women and men) to work with young children. Those working with infants and young children would have the status, training, and salaries that we now allocate to those teaching at the university level. Men cannot be blamed for not wanting to work with children. It is seen as "women's work": work that any woman can do, work that requires no training, work that is not valued highly enough to receive even minimal pay.



Jean-Luc Ray/Aga Khan Foundation

Men need opportunities to interact with children in a variety of contexts.

In the Majority World fathers are sometimes involved in the creation of community-based preschools. However, the role that fathers generally play in these preschools is to help construct the building or make equipment and toys. They are seldom directly involved with children. Few men become preschool teachers, and fewer still choose preschool teaching as a career choice.

An instructive counter-example of men getting directly involved in a preschool comes from Peru. There in the Altiplano, on the shores of Lake Titicaca, is a preschool project where men have chosen to become preschool teachers. As a part of a larger community development effort, preschools were created to serve as an entry point into the community leadership. The community believed so strongly in the value of the preschool that they vested the teacher role with status. Not surprisingly, men from the village elected to be trained to take on this important role. While it is admirable that the community was willing to vest status in preschool teaching, this example brings up many of the prickly issues in striving to reach out and "recruit" men to work with young children. All preschool teachers—women and men—should receive higher status. Unfortunately in many communities, once a job has been elevated in pay or status, it is taken on and sometimes taken over by men. Thus it is important in providing men with access to children, that it not be done in a way that disempowers or categorically displaces women who have been caring for and educating young children for years.

■ Change the economic environment.

If it were possible to provide men with a better understanding of child development, to provide them with experiences with young children so that they could gain confidence in their skills and abilities to meet the needs of children, and if work conditions were improved for those caring for children, an even greater barrier to making men a more integral part of children's lives would still exist. That has to do with

the economic environment. As long as men cannot find jobs that make them feel worthy, and as long as men have to migrate thousands of miles away from home, it will be difficult for them to be an integral part of their children's lives. The economic environment affects all people who care for young children: mothers, teachers, fathers, childminders. Thus at a basic level, support for young children must come from the community, in terms of financial opportunities for both men and women, supports for all parents on the part of employers, and an infrastructure that allows families to adequately provide for their young children's healthy development.

Where Do We Begin?

To increase and improve the involvement of men in the lives of children does not require the influx of enormous financial resources; it requires a rethinking of current policy development and programming efforts. It requires being more conscious of how to include men in early childhood programs—men as policymakers, community and religious leaders, and men as fathers. It also requires a recognition that men and women generally have different sets of experiences, needs, histories, pressures and attitudes.

At the June 1994 Workshop hosted by UNICEF and the Population Council (cited on page 2), the participants developed a set of questions that could be included in the current Situation Analysis process that UNICEF undertakes before beginning programs for young children and their families. The questions are designed to help program developers gain an understanding of men's current role in relation to children. A paraphrasing of the recommendations made at the workshop (Engle, 1994a, pg. 28–29) follows:

- What is the family structure? What are the living arrangements and what are the relationships between males and females in the household?
  Often assumptions about male and female roles are incorrect. This question can help define the local reality and give program planners a place to begin.
- What are the patterns of resource allocation within the family (e.g. what is allocated to adults versus children, males versus females) and who controls the allocation? Who earns the income? Who distributes it?
  As noted, there is some evidence to suggest that women are more likely than men to use their resources for children, and in some areas, boys receive different treatment from girls. Answers to questions of resource allocation can provide information on where to target an intervention.
- What are typical tasks performed by males and females within the various age groups? Is there equity in these assignments? How much time is spent in each kind of task?
  This information can be used to help understand the constraints to male or female involvement in community activities or use of services.
- What is the constitutional and legal framework supporting gender equity? This question includes credit, inheritance, ownership, maintenance, child affiliation, marriage and divorce laws, custody laws, domestic violence, and the right for citizenship to be transferred by the mother as well as the father.
  The legal structure cannot create change, but an inadequate legal structure can impede change. An understanding of the legal framework would help identify areas that need to be changed to provide better support to families.
- How have the concepts of masculinity and femininity been defined? Are they limited or flexible? What are the male/female roles regarding sexuality and its control? What are the patterns of socialization which lead to these concepts?
  Concepts of masculinity and femininity may limit acceptable behavior, particularly concerning fathering roles that involve nurturing, and male responsibility regarding sexuality. By understanding current behaviors it is possible to build on and expand them to increase parental involvement in supporting the child's development.
- What is the role of the father? Is there a father substitute at any period?
  The role of the father may be different than it appears to be from the outside, and there may be several people involved in 'fathering'. Again, interventions should build on existing strengths.
- Identify particular problems associated with the father role such as violence within the family or lack of contribution, and look for positive characteristics of the traditional male role. Also, identify examples of 'positive deviance', or men who have been successful at the fathering role.
  We should be aware of potential problems, and at the same time, we must find the value of existing patterns. By identifying what contributes to positive deviance it is possible to support and introduce elements into the culture that will shift this 'deviance' to become the norm.
- What are the barriers to change toward a more gender-balanced family structure, toward a "new father"? Would this change be beneficial, or are the barriers to change protecting important social values and valences?
  Although we seem to be assuming that we all should be moving toward the model of the new father and more equal gender roles, this move may not be appropriate in all cases, and may have disadvantages for some children. Therefore the barriers should be examined carefully, particularly from the perspective of the potential beneficiaries.

In sum, men represent approximately half of the population of the world. At the present time men in both their professional and personal capacities are seldom aware of the importance of the early years in terms of children's later development. Neither are

they aware of their impact on the lives of children, nor of the joy they can receive from being a significant part of a child's life. All of us working with and caring for children need to be open to and promote greater participation by men in early childhood activities. Improved involvement of men in children's lives will bring much needed resources—emotional and financial—to the support of children's growth and development.

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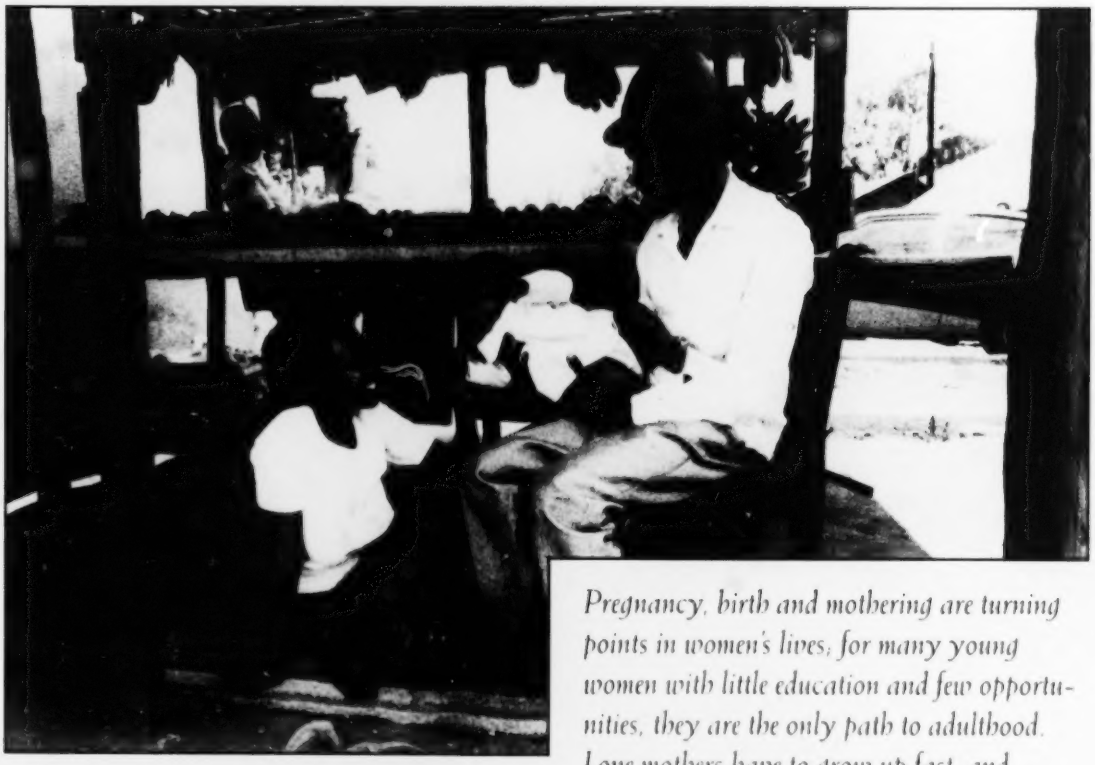

UNICEF Betty Press

Pregnancy, birth and mothering are turning points in women's lives; for many young women with little education and few opportunities, they are the only path to adulthood. Lone mothers have to grow up fast, and women after a divorce often discover in themselves unexpected strengths. But where are the points of growth for the equivalent young men? If they have no real, continuing connection with the babies they have fathered, if they cannot make the transition from teenager to worker, let alone to provider, where is the growth into adulthood and maturity to come from?

Patricia Hewitt, "In Search of the Modern Father"
The Independent (London) May 10, 1993

Gender Relations & Conflicts in Fathering

JANET BROWN

Caribbean Child Development Centre
University of the West Indies
Consultative Group on ECCD
Advisory Committee Member

In a regional survey conducted by the Caribbean Child Development Centre (CCDC)[1] in 1987, it was determined that despite burgeoning recognition and support for organized child care programmes around the Caribbean, the vast majority (on average 85%) of children below the age of four remained at home, in the care of parents or other family care-

[1] The Caribbean Child Development Centre (CCDC) of the University of the West Indies School of Continuing Studies was established in 1975 to promote healthy child development in the region through training programmes, research, the development of curricula and other materials, and policy development.

givers. The question was: How do we best support healthy child development among home-based caregivers? From the survey it appeared that parenting education efforts in the region were primarily directed toward women and teenage girls. Further, a search of materials on the Caribbean family produced a wealth of literature on the Caribbean woman and mother, but Caribbean studies on men and the family proved almost non-existent. Instead, stereotypes about men's attitudes and behaviors in relation to their families, mostly negative, have substituted for informed data.

CCDC was not comfortable addressing regional parenting education needs with only stereotypes about 50% of Caribbean parents. Thus we established a research project to study Caribbean men in relation to their mating and family life patterns. Specifically the research was designed:

- to provide a socio-historical perspective on the roles men in the Caribbean have played within and on behalf of the family;
- to survey and describe the current attitudes and behaviors of a cross-section of men in Jamaica;
- to use a participatory research design to generate data and also to use local analysis and problem-solving related to the topics of study;
- to make research findings available in formats that would serve not only professional research/teaching interests but also the concerns of public educators, family life workers, gender studies groups, etc.;
- to design formats and materials to be used in conducting similar investigations in Jamaica and other Caribbean countries that could provide data to complement the Jamaican study.

Methods

There were two distinct paths used to gather data:

1. A survey questionnaire was administered to a total of 700 men from four different communities (two urban and two rural). All respondents were low-income, working class Jamaican men. A total of 110 questions probed a range of issues related to men's attitudes and behaviors about family life and childrearing.

2. The same issues—sometimes expanded—were also explored in a series of discussion groups with men and women in the same or adjoining communities as those surveyed. A male-female facilitation team guided these groups through participatory activities designed to evoke the same themes covered in the survey. The resulting discussions were recorded and findings compared to the harder data obtained in the survey.

In general, the methods were complementary and mutually reinforcing. This brief report will draw on findings from both approaches and will look particularly at some of the aspects of the man/woman relations which affect the lives of fathers and their children.

Man and His Families

It was soon apparent that as investigators we needed to be concerned with Man and his Families if we were to fully describe the man's contributions to the family. This meant we had to begin with a man's family of origin, in which obligations and expectations of a son are formed and often remain strong throughout the male's lifetime. We then had to examine how the common multiple-union pattern of men tends to add on more complex obligations and expectations as the man gets older.

In other words, a man's *family* is defined differently at different points in his life. There are family responsibilities to parents (especially the mother), to his siblings and their children, to his *baby mother(s)* (women who bear his children), to his *outside* children (children he is not living with from earlier unions), and to children with whom he may now reside with a common-law or married wife.

Traditionally, Jamaican culture has been clear that a man's primary obligation to his family(ies), his role as a family man and father, is that of *providing* for the family. The study confirmed that in all the communities sampled the primary expectation, expressed by both men and women, was that a good father should maintain the family financially (average 57% of all respondents). While in two of the communities more than a quarter of the respondents also thought that it was important for a father to "create a good family life" and "set an example", in the other communities and on all other dimensions no more than 10% of the sample thought that fathers should "guide and educate", "spend time and effort", provide "respect and positive interaction" or "provide discipline". Thus there are very low expectations in terms of fathers playing an active role in raising the children.

In terms of the good mother, in the two rural communities her primary responsibility was seen as "care of children and home" (60% of the respondents), with "setting an example" coming second (16%). In terms of other characteristics— "showing love", "showing respect", "guide and counsel", "economic support", "educate children", "communicate with", "marry father" and "discipline children"—less than 10% of the sample saw these as characteristics of good mothers. In the two urban communities, however, the pattern was quite different. Here "setting an example" was the most important (27%), with "economic support" (22%), "care of children and home" (19%), and "showing love" (19%) having nearly equal weight.

Defining Family Roles

The study showed that there are widespread common beliefs about the components of a father's role and a mother's role, and about the elements of responsibility required to be a good mother and a good father. But the study also documented the widespread confusion and contradictions men and women experience as

they try to live out these expectations in a socio-economic climate which makes fulfilling them very nearly impossible. High unemployment and under-employment, migration to earn, women's increasing entrance into the formal labor market (away from home), the erosion of the extended family's resources to assist with child care, all present barriers for men and women as they attempt to fill their understood roles.

The findings from the study underscored the link between economic stability and family stability. For example, in the most stable community sampled where there were the highest levels of post-primary education and more white-collar employment, men were more likely to be in a marriage or common-law union after age 30 and they had somewhat fewer children outside the present family than their peers in the other communities.

A man is considered the *head* of the family when he provides economic support and does not "give up his responsibility" in terms of the family. The following fairly typical discussion took place during one of the groups.

A Chorus of Women: Man is not necessarily the head of the house.

Woman: If a man is living in the house he must be *head*.

Woman: The man cannot be seen as *head* of the house all the time. In ancient time, men used to be the sole breadwinners, but not again [now]. Men nowadays have a different view of things; they either leave the house when responsibility is too great, or even when they stay they just refuse to perform the breadwinning role. So the woman has to do it for the sake of the children.

Man: Not all men are like that.

Man: That is not a man, only a gender man, a *Male*. *Man* is different from Male. Five and ten-year-olds are males. But when he turns man, he is supposed to act as man. When things get rough he does not give up his responsibility.

Woman: Jamaica then is lacking in *Men*! (supported by other women present.)

So what does a man do when he cannot provide sufficiently and regularly to satisfy the family's basic needs?

A Jamaican Man's Choices

What are the working class Jamaican man's choices if he is to be a man?

1. He can define himself as progenitor. He can have many children to define his manhood. The study indicated that "getting", "having" and "fathering" children have powerful meaning for men. There was extensive discussion of rituals to prove paternity and the powerful two-edged sword of the "jacket".[2]

2. His manhood can be defined by the number of women he has acquired. Because progeny usually result from and accompany these acquisitions, this strategy can become self-defeating, as the inability to support these new family additions often erodes the satisfactions of attainment. The discussion groups especially brought out the pain, distrust and anger between women and men in relation to disappointments, infidelity, jealousies, outside relationships, the distractions of peers, and the resulting vulnerability of the family unit.

UNICEF/94-0761/Nicole Toutounji

3. Manhood can mean *donship*—a man can use images of power and influence, often through criminality, violence toward women and toward other men, misuses of position and patronage, etc., to model male

[2] A *jacket* is a child, attributed to you by a girlfriend/spouse who is in fact not your child (or not likely to be yours). Sometimes men accept a jacket knowingly if they really love the woman, and/or if they think it will add to their numbers of children or women when bragging about their prowess. This is a double-edged sword, because if other persons find out about it, especially peers, it becomes a source of teasing and even derision. It also means that if you accept paternity for a jacket, you also accept financial responsibility for the child.

Fathers, Inc.

Fathers, Incorporated **began in 1991 in Jamaica. It was the outgrowth of the Caribbean Child Development Centre's (CCDC) first parenting symposium, held in that same year. One workshop was held for fathers only and 17 men attended. Their common denominator was a sense that women stereotype them unfairly as irresponsible fathers. Under the leadership of facilitator Dr. Barry Chevannes, the group evolved, and a core group of approximately ten men began meeting weekly, calling themselves *Fathers Only*.**

A year later when CCDC held a second parenting symposium, this time for men only, the *Fathers Only* group assisted during the day of workshops. As the culminating activity of that day, they officially launched their group and began a recruitment drive. On this occasion they officially changed the group's name to *Fathers, Incorporated*.

The group has become involved in a range of activities—from providing volunteer work in children's residences to sponsoring a workshop on *Violence, Self and the Young Male* held in Jamaica in August, 1993. Another activity has been to form teams to spread messages about responsible fathering more widely throughout Kingston communities. At present, most of the members (numbering about 70) are from Kingston.

While there was considerable public attention focused on the group when it first began, the men involved resisted being caught up in the publicity. The group worked over time to define itself and develop a sense of direction.

UNICEF was a major funder for the first two years of the group's operation. At this point the group lacks a full-time organizer, and suffers from a lack of funding. All the work is being done on a volunteer basis, and for most members earning a living has to take priority over *Fathers, Inc.* programs. Thus *Fathers, Inc.* has begun to lose some of its initial momentum. In response the group has decided to seek funding to pay a professional staff member. They believe this will help solidify the group and provide it with some stability. Says Chevannes, "We're still fledgling, but we have the potential to mushroom into something big."

For more information on *Fathers, Inc.* contact: Dr. Barry Chevannes, Fathers Inc., Department of Sociology and Social Work, University of the West Indies, Kingston, Jamaica.

strength. Although men in the study did not generally condone hitting women, 1/3 to 2/3 of the sample admitted to having done so. Many men, and some women, noted that "women often deserved it".

4. A man can migrate in search of means for responsible fathering, which may result in barrels[3] and money orders sent back to support the family. There are high costs to the spouse and children in other than material terms. Many participants spoke of the pain of childhood separation from a parent for long periods and its perceived negative impact on their own development.

5. He can define his manhood to include nurturing and other domestic tasks, sharing *carina* and *provision* tasks with his partner and participating more actively in the day-to-day life of his children. He can include self-enhancing community roles in his definition of manhood; the street drawings and community gardens created by otherwise idle youth come to mind, as well as the creation of support groups such as Fathers Incorporated (see inset). Thus he can choose to create new roles to define manliness.

The men who have opted for the first four choices have generally informed the popular stereotypes of the irresponsible Caribbean father, seen as having opted out of real concern for his children. But what of the fifth option? For how many men in Jamaica is this a viable way of defining manhood? Are Jamaican men re-defining manhood, by choice or under duress, in other than traditional or stereotypical ways?

The study would suggest that the answer to this is *Yes*, albeit with some qualifiers. For example, the study indicated that:

■ Men contribute more to family life than is credited.

The research did not negate the voluminous documentation on the Caribbean woman's role as primary caregiver, nor the fact than many carry this role with the father absent from the home. However, the study did provide evidence that men are far more involved in positively contributing to family life than popular stereotypes suggest. Jamaican men have clear ideas about what a good father should be, and feel responsible with the mother for inculcating moral values and social skills in their children. Although many admit they cannot or do not always fulfill their responsibilities to the extent they feel they should, they define their responsibilities to include not only the undisputed role of financial provider but also counselling and communicating with their children and generally being a role model.

■ Men are active with their children and in domestic chores, but do not feel enhanced by these tasks.

The majority of men in both the survey and in the

[3] Jamaicans living abroad traditionally purchase goods, clothing, etc., for their relatives back home and send them in large packing barrels. So receiving a barrel *from foreign* always creates great excitement.

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discussion groups described their active, often daily participation in tidying, playing, and reasoning with their children, and in helping regularly with homework. Forty to fifty percent of the urban sample cook, tidy the house and go to the shop at least twice a week, although the men living with partners report somewhat less involvement in these activities than when living separately. This active level of parenting, beyond mere minding, is new.

At the same time, men generally admit that these contributions in the domestic sphere are not yet areas for boasting among peers. These tasks are perceived by most men and some women as primarily women's work. Therefore men do not yet see them as self-enhancing, particularly if their economic circumstances do not permit contributions in keeping with the culturally-prescribed role of breadwinner and thus family head, roles that imply authority and decision-making status.

■ Being a father has strong personal meaning for men.

Fathering is both part of a man's self-definition and his route to maturity. While fathering was not seen as limited to children under a common roof, this was nonetheless considered the ideal, and the arrangement that allowed a man to contribute most to his children's development. For those fathers who lived with children, there was a common acceptance of economic responsibility, but wide variations in their understanding of the social and psychological components of fathering.

■ "Outside" children appear more psychologically vulnerable than "inside" children.

Those children born early in a man's life, who provided him with self-enhancing status when he was young, are of particular concern to us for future study. As these children grow older they get in the way of new man-woman relationships. They are often shunted aside as one or both partners abandon them emotionally and financially in order to consolidate the new romance and or economic union.

Many children grow up in family arrangements that deprive them of contact with their biological father. If a mother enters a new relationship there is an implicit understanding and respect for the idea that the new man has rights over the woman (and her children). This might well mean the severing of the father-child bond. In this situation the attitude of many of the sample fathers seemed to be *win some, lose some*.

■ Conditions of poverty negatively affect childrearing practices.

The extent to which economic deprivation and poverty serve to retard the development of more progressive mating and childrearing behavior must be underscored. It is clear that attitudinal change and structural changes are closely inter-related. To make a difference in attitude, there have to be economic changes.

Future Considerations

What happens to the children as a result of multiple unions? While some of the men said "you win some, you lose some," it was clear that many felt they lost out on being able to father their children in all the ways they would like. Sometimes they accepted blame for this. Sometimes they blamed their dissatisfaction on mothers who no longer want them to relate to their children. We have to ask, though, if children aren't the real losers in the man-woman contests that leave so many children without a relationship with one, or sometimes either parent.

What happens to *outside* children? 34%–40% of the fathers in the sample had two to three *baby mothers*, 4%–14% had four or more. While 48%–63% of the fathers in the sample were living at the time with at least one child under 19 years, 56%–71% of these had at least one child *outside*. Urban men under 30, predictably, were more likely to be in this group. Since large numbers of children do not live with their fathers, future research needs to examine the extent to which these outside children are responsibly step-fathered in subsequent family configurations, or are left feeling essentially fatherless.

Are there ways to support a re-definition of manhood that includes active fathering? Given the Jamaican realities of high urban unemployment and generally high under-employment, must we not encourage the trends, however tentative, in the direction of defining manhood and fatherhood (and motherhood) in broader terms that include nurturing, the sharing of domestic tasks and providing financially for the family?

> *Is the new fatherhood the result of what one may term a relaxation in the rabid macho orientation of our society, or of the new-found economic clout of an ever-increasing number of women, or simply a much more enlightened, humanistic approach to life and family, born out of a reality which has constantly sought to find value in existence?*
>
> *I rather suspect that irrespective of the real reason, the outcome in terms of benefits can only be positive, and will in actual fact lead to the creation of an environment in which the participants—male, female and offspring—are more at home (no pun intended) and relaxed—providing a fluid and accommodating reality which would allow for healthy development and for an increasing number of men to be real fathers.*
>
> —Harclyde Walcott, "The New Fatherhood", in KRIS Magazine, 1990, Issue 2

ARTICLE TAKEN FROM:

Brown, J. 1993. *Gender Relations and Conflicts in Fathering*. Paper presented at the Derek Gordon Memorial Research Symposium, Kingston Jamaica, June 4, 1993.

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Related Resources

Newsletters

Men in Families: Hombres en Familias

This newsletter was developed as a result of a conference held in December 1993 in Mexico City, in which a group of researchers and practitioners worked for three days to discover how men could be supported in their fathering roles to enhance the well-being and the lives of their spouses and children. One of the results of the meeting was a request for additional information about fathering research and intervention programs which could assist participants in including father responsibility as a concern within their work. This newsletter intends to share information and expertise in the Americas, and is published in both Spanish and English. Comments and contributions are welcome. For more information contact:

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Working With Men

Although not focused specifically on men in early childhood programs, this newsletter looks at issues related to working with men in a variety of contexts. In health, education, probation, careers, social work, youth work, community work and other professions, a growing number of women and men have begun to look at their professional efforts with an understanding of masculinity and sexism. Often this has occurred with little support and considerable trial and error. *Working With Men* provides an outlet for these developments. With a focus on practice and issues related to practice, it is aimed at those already developing, and those who want to develop, their awareness in this area.

Working With Men is published four times per year and is only available by subscription. Subscriptions run from January to December, with back issues included if the subscription is taken out during the year. For more information contact:

Working With Men
c/o 320 Commercial Way
London, SE15 1QN, UK
Tel: (44-171)732-9409

Publications on Research with Program Implications

There are four publications that are relevant to this topic. The first is a manual that was developed as a result of the Jamaican experience described in Janet Brown's article, *Gender Relations and Conflicts in Fathering*. The second is the report of a research study undertaken in the UK by the National Children's Home (NCH) Action for Children. The third is a book from the USA designed to help early childhood programs become more inclusive of fathers. The fourth is a report from High/Scope Foundation that looks at the situations of four-year-olds in 11 countries. Of particular interest in this context are the data on the levels of father participation in caring for children.

Men and Their Families: Contributions of Caribbean Men to Family Life. *Caribbean Child Development Centre (CCDC), Kingston, Jamaica*

The Jamaica experience presents an example of research being used immediately as the basis of a program initiative. Upon completing the research, The CCDC created a handbook for use in church, school and community settings to stimulate discussion of the issues identified in the research. The handbook presents a summary of the research findings and then presents a process whereby men and women can discuss, debate and extend their own understanding of the issues identified by the research.

Specifically the objectives of the discussion groups are to:

- improve and widen participants' understanding of the role Caribbean men play in the processes of child socialization and cultural transmission;
- provide assurance that these roles, along with the roles women play, can be strengthened, harnessed or consciously changed;
- remind both men and women of the important consequences for themselves, their families, and society which their beliefs and choices of behavior represent; and
- extend and enrich, through the recording of group experiences, the collective knowledge and the literature about Caribbean families and family life.

Within the handbook there are guidelines for the discussion of male family roles. The handbook includes step-by-step instructions that facilitators can use in planning eight two-hour workshops. This includes suggested participatory activities to ensure "lively discussion and personal reflection."

Topics cover areas important to the roles men play in family life, such as:

–The families we come from
–The families we create
–Domestic roles within the family
–Peer influences on family roles
–Relationships with our children
–Factors which influence personality development
–Sexuality and the family

Janet Brown writes, "Feedback from groups using this manual in the Caribbean (after mini-course introduction via the University of West Indies' distance teaching satellite) has been encouraging. One group leader from St. Vincent reported that the group discussions were very lively and for some were 'like a good old-time wash out—You have running belly (diarrhea) for a couple of days, then you feel better and healthier.'"

For information on how to obtain the handbook, write:

Janet Brown
CCDC P.O. Box 141
Mona, Kingston 7
JAMAICA
Tel: (809)927-1618
Fax: (807)927-1920

What's *He* doing at the Family Centre? The Dilemmas of Men Who Care for Children. *by Sandy Ruxton. London: NCH Action for Children, 1994*

This study explores why so few men work in family centers, and the dilemmas of those who do. It attempts to identify the influences and constraints which affect the way in which male workers interact with children and their parents, and with other staff. Data was initially gathered through a questionnaire sent to male and female staff in 77 family centers run by the National Children's Home (NCH Action for Children); 61 centers responded. These responses were used as the basis for 9 subsequent interviews (primarily with male workers).

The research indicated that the main reason men do not work in childcare is not because they are inherently unsuited to this work, but because the rewards available do not meet their expectations in terms of status and salary. However, when men do work in the environments, they show that they can provide positive role models. The study concludes that to work effectively in family centers, men need awareness of gender issues, and support from their colleagues and from the agencies in which they work. If organizations are to promote gender equality actively, they also need to reassess their practice, policy and structure at higher levels.

Copies of the report can be obtained by contacting Sandy Ruxton at:

NCH Action for Children
85 Highbury Park
London N5 1UD, U.K.
Tel: (44-171)226-2033
Fax: (44-171)226-2537

Getting Men Involved: Strategies for Early Childhood Programs. *by J.A. Levine, D.T. Murphy & S. Wilson. New York: Scholastic, 1993*

This book summarizes a step-by-step method for getting men involved in the early childhood centers in the U.S. These steps include assessing father involvement, creating a father-friendly environment, recruiting men to the program, operating a father program and sustaining involvement. A number of strategies are provided. The book also includes description of 14 successful programs in the US. Finally, it contains a list of curriculum materials, books and other resources that would be useful for people implementing early childhood programs. The book costs US$12.49 plus shipping and handling. It is available from:

Scholastic, Inc.
Tel: *within the U.S.* (800)325-6149
Order Number 49605

It is also possible to contact:

The Families and Work Institute
330 Seventh Avenue
New York, New York 10001
Tel: (212)465-2044 for more information.
(source: Men in Families Newsletter)

Families Speak. Early Childhood Care and Education in 11 Countries. *Patricia P. Olmsted and David P. Weikart (eds.) Ypsilanti, MI: High/Scope Press, 1995*

Based on an ongoing research project called the IEA Preprimary Project (described in Judith L. Evans' article in this issue of the CN: *Men in the Lives of Children*) *Families Speak* surveys families in 11 countries about their use of early childhood services. The 11 countries include: Belgium, China, Finland, Germany, Hong Kong, Italy, Nigeria, Portugal, Spain, Thailand, and the United States.

Addressing the worldwide need for information about the care and education of preschool-aged children, this book includes: arrangements parents make for care and education of their 4-year-old children; reasons parents select particular care and education arrangements; problems parents encounter with care and education settings; information about children's daily routines; the settings and caregivers they typically encounter each week; and specific information about the organized facilities children attend—nursery schools, preschools, childcare centers. Data are presented on the roles of fathers in the everyday routines of their children. Available from:

High/Scope Press
600 N. River St.
Ypsilanti, MI, USA 48198-2898
Tel: (313)485-2000
Fax: (313)485-0704

Possible Research Funding

Given the lack of information about the roles of men in families, more research, particularly research tied to application, is needed. Researchers have been asked to send proposals to:

Judith Bruce
The Population Council
1 Dag Hammarskjold Plaza
New York, New York 10017

She will, in coordination with UNICEF, try to find sources of funding. Efforts will be made to link these research proposals with program and policy applications. (Source: Men in Families Newsletter)

Program Profiles

This new section introduces programs designed to provide quality services to young children and their families. In many cases, the programs we will profile are already working as a resource in their country or region. Many have developed innovative materials, practices, or training methods which they are now introducing to others. Some of the programs have been rigorously evaluated by "scientific" measures and others rely on anecdotal evidence to describe their impacts. Our descriptions below are taken primarily from materials sent to us by the programs being described and do not constitute endorsement of particular models. Our goal in presenting them to you is to reflect the diversity of efforts being undertaken to address the needs of young children and their families, and to encourage networking among those involved in ECCD provision. We invite you to send us information about effective programs in your region.

UNICEF 86-020 Tom Weber

Learning is a community endeavor.

An Integrated Learning Environment

Community of Learners Foundation (COLF)—Manila, Philippines

Submitted by Feny de los Angeles-Bautista, director of COLF and Consultative Group on ECCD Advisory Committee Member

Community of Learners Foundation, Inc. (COLF) is a non-profit foundation committed to developing and implementing educational programs for children and adults. Founded in 1983 by a group of young teachers, the School for Children of COLF was designed to serve children from infancy to adolescence and also serve as a demonstration school and training center for adults and youth who were interested in alternative and innovative approaches to the education of children and youth.

The programs and curriculum of the school were designed to reflect progressive learner-centered approaches to educating children. COLF's founders were strongly influenced by the theories and practices associated with Bank Street College of Education, a pioneer in progressive education in New York City that is committed to multicultural, developmentally appropriate educational programs. COLF's educational approach values human interaction in the context of a social and physical environment. The school uses a developmental-interaction approach to learning that does not prescribe specific methods or materials as much as basic principles about how children learn best within their own contexts. It offers age-appropriate class sizes, decentralized classrooms with interest centers and work/play areas, an integrated curriculum that maximizes social studies as the core through unifying themes and units of study about people and the environment, individualized assessment and evaluation procedures, integrated programming for children with special needs, hands-on mathematics and science programs, environmental education, a whole language approach to teaching language arts, and close coordination between parents, teachers, and school administrators.

Since its first year, the School for Children of COLF, despite its limited resources, has served as a resource center for teachers, social workers, community development workers, college students, parents and others seeking to work more effectively with children. From 1986 to the present, COLF has been able to design and implement training programs for organizations such as the Philippine Children's Television Foundation, the Department of Social Welfare and Development of the Philippine government, the

Council of Welfare Agencies, and a whole range of foundations, daycare centers, and non-governmental organizations in the Philippines. The longest and most intensive partnership to date has been with Bukas Palad Foundation, which operates social service centers in two urban poor communities in Metro Manila. The community-based programs now include three center-based Early Childhood Education programs, home-based feeding programs and play groups, parent education programs and an infant development program for working mothers.

COLF is now recognized as a resource by urban and rural communities with their own peoples organizations or community-based organizations, by NGOs who work with parents and children through Early Childhood Care and Education, health programs and programs for street children, by government agencies, and in the past two years has welcomed visitors from other countries in the region, e.g. Vietnam, Indonesia, Thailand, Nepal, Singapore. COLF has received requests for some training and exchange programs as a result of these visits.

The Infant Development Program and Extended Day (Care) programs, which started out as a support system for COLF staff members, has become a model for a workplace-based childcare support system and ECCD program. The infant program provides infants from two to 24 months of age with a supportive and stimulating environment while enabling their mothers to continue working during the breastfeeding period. The extended day program provides supervised meaningful play and learning activities for children aged two to eight after their regular class hours until they are picked up by their parents who work full time. The children interact daily as they would in a family situation with children of varied ages and caring adults.

In the future COLF plans to reach out to the public school system through teacher training programs or parent education programs to be able to share these innovations and experiences that can ultimately benefit a greater number of children and their families. Through different ways and means, COLF is contributing to the urgently-needed efforts to improve the quality of the lives of Filipino children across a variety of life situations and conditions. Its vision—to build many small but dynamic communities of learners where children and adults constantly interact and learn from and with one another—is gradually becoming a reality.

For more information on Community of Learners School and Foundation, please contact: COLF, #1 Castilla St., Quezon City, Metro Manila, Philippines. Tel: (632)721-0987, Fax: (632) 785358/798480.

Early Childhood Development in South Africa

Submitted by Carrie Auer of USAID

South Africa has nearly 6.5 million children under the age of six. Of this total, 5.3 million are black and 3 million live below the Minimum Living Level (US$2372/year). About half of the children under 6 years of age live in rural areas, the other half live in urban and peri-urban areas. Twenty-five percent of the children who enter primary school drop out after the first year. This means that at least one quarter of the African population does not remain in school long enough to achieve basic literacy. In South Africa only 6% of the children have access to any sort of early childhood care provision even though the demand is overwhelming. Among the black community the figure is even less: 0.5%.

USAID/Pretoria has committed significant

At least one quarter of the African population in South Africa does not remain in school long enough to achieve basic literacy.

UNICEF 94-0948/Nicole Tottoroli

resources to improving the development of children in South Africa. They have provided support to the ECD (previously known as Educare) movement by funding national and local NGOs to promote preschool education and care for disadvantaged children.

There is a strong community of non-governmental organizations (NGO) which have developed appropriate curricula for young children. They have developed a variety of models for reaching unserved and underserved areas. The variety reflects a sensitivity to differing regional and local needs within generally accepted principles of development which seek to redress historical imbalances through appropriate and cost-effective strategies.

The NGOs involved in Early Childhood Development (ECD) programs have also developed extensive training systems that (1) provide ECD staff with appropriate skills and knowledge to work with young children and their families and (2) enable communities to take ownership of ECD programs and sustain them over time.

What follows is a description of three ECD programs in South Africa that are currently receiving funds from USAID.

Khululeka Community Education Center (KCEDC), Queenstown, South Africa

KCEDC is a nonracial, non-sexist educational center which provides training, workshops, and resources to community ECD centers for the provision of high quality education and care of young children. The organization aims to foster and facilitate a process which will enhance parents' and teachers' capacity to direct and control their own ECD projects in accordance with the needs and aspirations of their communities.

A USAID Agreement was signed with KCEDC in May 1993, to support an expanded outreach program, decentralization of Early Childhood Education training programs, and the introduction of a pilot primary school project in direct response to requests for teacher training from junior Primary teachers working in farms, in isolated rural villages and in resettlement areas.

The Eastern Cape Region of South Africa is characterized by predominantly rural and farming communities. This region, which encompasses the former "Homelands" of the Ciskei and Transkei, have suffered from political instability for many years. The population is severely economically and educationally disadvantaged. The rate of unemployment is extremely high, squatter areas are developing, and the former Ciskei, in particular, has a history of forced removal and resettlement.

Faced with these formidable circumstances, existing ECD centers in remote and rural areas struggle to survive. The situation is made more critical by the ever-increasing cases of kwashiorkor and malnutrition, the lack of transport services, the appalling conditions of roads, and the absence of financial, material and professional resources. The majority of ECD centers are housed in inadequate premises and a high percentage of ECD teachers do not receive monthly salaries.

A large percentage of the children in this area are at risk. An estimate of the provision of ECD services in this area indicates that only 13% of these children are currently being cared for in approximately 1,100 programs. Disadvantaged communities do not have the material and financial resources necessary to sustain ECD facilities.

However, KCEDC has been inundated with persistent and overwhelming demands for training and assistance. The commitment of teachers and parents to ECD is illustrated in many instances by the involvement of whole communities, the level of shared responsibility and the creativity and innovation of ECD initiatives.

UNICEF 94-0762 Nicole Toutoungi

A large percent of the children in this area are at risk.

KCEDC's training and support programs provide children with a base from which to extend their education and contribute to parent support of and involvement in their children's future. They also help to promote opportunities for change through a systemic empowering process.

USAID's Grant Agreement with the KCEDC supports the programs in the Western Transkei where KCEDC now provides training to their target of 140 ECD teachers, and this level is expect-

ed to increase to 200 teachers by the end of the year. Another area supported under this Grant is KCEDC's Outreach Program. This program encompasses farms and rural towns and includes workshops, refresher courses, provision of resources and fieldwork. KCEDC has successfully implemented this program and has managed to meet the target of supporting 50 farms and 10 peri-urban ECD projects.

KCEDC's Primary Schools Program represents the third area of USAID support under the Grant. A pilot project, which was conducted during the course of 1993 in farm and rural primary schools in the Queenstown area, showed positive results. This project, consisting of an Independent Study Course which addresses the fundamental principles of education and focuses on the holistic development of the pupil within a child-centered environment, proved to be a feasible program which will upgrade the quality of primary school teachers and primary education in farm and rural areas. KCEDC plans to extend the pilot to include a distance education component which will enable those teachers working in desperately disadvantaged and isolated areas to participate.

Over the last year of the Grant, KCEDC has undergone a substantial evaluation and strategic restructuring process. A task-oriented structure has developed within which adaptive, evolutionary and cohesive groups work in a highly dynamic environment. Various professionals from the organization have been grouped into action teams which develop innovative solutions to specific challenges as they arise. The model has proven very successful and has provided the staff and the community it serves with greater collaboration and participation in the programs of KCEDC.

In addition, KCEDC has studied strategies which increase access to early childhood development services, ensure a maximum geographic coverage, and which are also cost-effective. Extensive field support to ECD teachers in isolated and remote villages is restrictive in terms of its cost and its capacity to cope with increased training demands. As a result, the KCEDC has launched a program of decentralization and the Level 1 Basic ECD training course is being implemented at a local level.

The communities themselves have identified appropriate ECD teachers who have completed the more advanced Level 3 training to take on the responsibility of Level 1 training and support for their areas. It is expected that each such trainer will work with 10 teachers. In total, 20 trainers will reach 200 teachers and this will impact on approximately 10,000 children each year. If successful, this strategy will increase the numbers of ECD teachers now able to benefit from courses in basic ECD. Because of their new role as community trainers, these people are being targeted for expanded adult education efforts at the center.

To maintain support for the workers and the centers situated in isolated areas, KCEDC also plans to establish effective networking and sharing among the various centers. KCEDC will play the role of facilitator and will allow workers from the various centers to initiate collaboration amongst themselves through workshops and seminars. In keeping with the belief that it is the responsibility of communities to develop ECD, the KCEDC will continue to facilitate the establishment of satellite resource centers by the communities themselves.

For further information on KCEDC, please contact: KHULULEKA Community Education Development Centre, Fiona Murray, 10 Queens Drive, Queenstown 5320, South Africa. Tel: (27-451)81179, Fax: (27-451)81639.

Grassroots Educare Trust, Cape Town, South Africa

Grassroots Educare Trust has been working in ECD since 1971 to promote preschool education and care for disadvantaged children. Grassroots was created in the Western Cape where the focus of its work remains. It was founded by parents, teachers, and members of the community in response to the multiple needs and problems besetting preschool education in South Africa. In the Western Cape they have directly helped over 180 communities, through professional and financial support, to establish and manage their own ECD projects. Projects have proven to be a focus for the development of leadership and management skills in the local community.

Grassroots believes it is the right and responsibility of every community to take charge of the needs of their children. Therefore, community control of early childhood programs is critical. To fulfill these commitments, Grassroots works toward:

- the development of leadership and organization skills to focus the energy, resources and skills of communities around projects they own;
- provision of adult education and training in the field of Early Childhood Development;
- the provision of appropriate center and home-based ECD for children;
- parent education programs aimed to equip parents with the skills they need in their role as children's primary educators;
- transformation of the system of education and care for young children so that they may enjoy the rights to which they are entitled;
- a unitary integrated education system without inequities caused by the separation of people and services.

A community usually approaches Grassroots itself because it wants to improve its services for children under six years of age. With the help of Grassroots, the community decides on its priorities and objectives, and chooses from a range of childcare provision, types of programs, and training courses. The community is given full information as to what services Grassroots offers and what would be expected of the community. Grassroots responds to community requests for assistance by establishing outreach offices in interested communities and staffing the offices with two-person teams who provide on-going support and on-the-job training for preschool staff and executive committees.

The projects are generally run by community-based committees, elected from the parent body. The committee works with the Community Educare Developers (CEDS) to develop a profile of each community to determine its needs. The committee, assisted by the CEDS, then devises a plan of action. The overall aim is to meet the needs of the community in a logical sequence and to strengthen the community-centered project in its autonomy. The project builds on the existing resources of the community. From their extensive experience, Grassroots has seen a pattern in the needs of most projects:

- The projects' most basic needs are funding, food, first aid and safety in an adequate shelter.
- The CED works with parents on fundraising and resource creation.
- Lobbying the state to meet these needs is also an important task. A state food subsidy, for example, provided funding for food, releasing other money for salaries and infrastructure development.

At the start, community committee members are trained in basic financial administration, and the ECD staff are trained in nutrition, first aid and safety, and in providing stimulating activities for children. When defining their ECD provision and program needs, the community options are:

- for working parents, full-time center-based care (ideal for 3–6 year olds) and full-day home-based care (preferred for under threes);
- for children of unemployed mothers, part-time playgroups and mother and child groups;
- for parents, workshops on parenting-related topics, and general awareness-raising and support.

Over the years, Grassroots has developed training curricula and programs (basic ECD, advanced ECD, home ECD, training for organizations, community organization training, and financial training), a resource center, an adventure bus, preschool products, media and publications, and a preschool shop. Given the great demand for preschool services, Grassroots has realized that it cannot provide assistance to all communities requesting help. Grassroots therefore has made a conscious decision to focus its efforts on assisting preschools which cater to children of employed mothers from the disadvantaged community. This target group was chosen because of the lack of adequate childcare for disadvantaged South Africans in urban and peri-urban areas. In particular, the breakdown of the traditional extended family has meant that many women face the choice of leaving a child alone, taking an older child out of school or relying on neighborhood charity. Thus, the local ECD center is a crucial service to the community.

During its 20 years of existence, Grassroots has developed a variety of pragmatic and replicable programs, teacher-training courses and materials for preprimary schools. Assistance provided by Grassroots has helped turn many preschools in the Cape region into centers of quality childcare. The organization now assists some 600 preschools, with thousands of children benefiting each year. Grassroots is recognized nationally as one of the most innovative preschool agencies, with demands for its services and teacher training methodologies flooding in each month.

Since 1971, Grassroots has helped develop 199 ECD projects serving 13,974 children. In 1993 it trained approximately 536 community committee members and 395 ECD workers. Grassroots has expanded its activities to a national level through cooperating with other ECD organizations in the provision of organizational capacity-building with existing ECD agencies, with community organizations that have ECD as part of their agenda, and through helping communities to establish ECD agencies where there are none.

The lessons learned from the Grassroots experience are as follows:

1. Community ownership through the management of their own Early Childhood Development Projects has resulted in the development of leadership and management skills.

2. Providing the appropriate tools is necessary for implementing a successful ECD project.

3. The quality of any early childhood program depends on two critical factors: the ratio of children to adults who work directly with them, and the quality of those adults—that is, their personalities and abilities, enhanced by skills training. It is an absolute priority to increase the numbers of both teaching and administratively skilled personnel involved with children in ECD projects in the community.

4. Ongoing support and in-service training are important factors to sustainability and continual improvement of quality.

For more information on Grassroots, please

contact: Jinny Rickards, Director, Grassroots Educare Trust, P.O. Box 38055, Gatesville, 7764, South Africa. Tel: (27-21)638-3111; Fax: (27-21) 637-3011.

Ekuhlaleni Community Preschool Project, Cape Town, South Africa

There is a vital need for better care and educational opportunities for black preschool children in South Africa. Adequate childcare is essential in any community, but is particularly crucial in impoverished communities where few resources reach those who attempt to provide such care. Many children have no adult at home during the day to care for them, and would, without ECD programs, lack not only adult supervision and the safety that it provides but also nourishment, stability, intellectual and creative stimulation, and positive social interactions. State subsidies for black preschool education are inadequate or nonexistent. Concerned adults who want to contribute to the community by caring for groups of these children often have plenty of commitment but very little training and only the barest of rooms or shacks in which to operate.

Established in 1986, the Ekuhlaleni Community Preschool Project is an independent, non-governmental, community-based organization providing training programs for ECD workers and parents in several of the most neglected and impoverished townships in the Cape Province, including Nyanga, Guguletu, Langa, and Khyalitsha. Although it became an independent trust in 1989, Ekuhlaleni receives management support from the Quaker Peace Office.

The Ekuhlaleni Community Preschool Project was founded and is almost exclusively staffed by women from the communities it serves. Ekuhlaleni helps to improve home-based childcare programs by equipping committed parents with skills and information needed to establish and maintain ECD centers. A USAID Agreement supports Ekuhlaleni's efforts to replicate their model successfully by reaching greater numbers of interested childminders and playgroup leaders. Funding also strengthens Ekuhlaleni's institutional capacity by supporting staff development training and the establishment of a new central office, thereby empowering the women who founded and operate the project at the service delivery level with the resources and skills needed to administer their own program.

Ekuhlaleni's training, guidance, and support services focus on the needs of children for care, protection, nutrition, health and education. Parents and current or potential childminders and playgroup leaders are instructed in critical topics such as early childhood physical, social, emotional, and cognitive development, and creative activities suitable for children. Childcare providers also receive training in administration and financial management, strategies for obtaining and maintaining resources, and inexpensive methods of making toys and other materials for the children's use. Ekuhlaleni also contributes some basic and play equipment such as educational toys, books, and puzzles, scissors, crayons, potties, dishes, and storage bins—items that are scarce in areas where clean drinking water and sanitation are luxuries.

Ekuhlaleni has adopted an appropriately holistic model of ECD provision. Their basic training in ECD, which assists the upgrading of home-based preschool programs in the townships, is accompanied by nutrition and health services and basic management training. The Early Learning Resource Unit (ELRU), and another large preschool training agency in Cape Town, Grassroots, provide training, support, and certification services to Ekuhlaleni.

Unlike these larger agencies, however, Ekuhlaleni has the capacity and community leadership to conduct intensive, on-site training through community trainers who are intimately familiar with the culture and language of the trainees. Currently, Ekuhlaleni works with 34 different groups and trains over 100 ECD providers using materials and methods developed from ELRU. Through these efforts, Ekuhlaleni is able to expand the impact of its assistance from such larger organizations by sharing the training its staff receives with women at the grassroots level.

ECD centers that participate in the program charge user fees in the form of tuition for each child attending the centers. Parents pay all or as much of the tuition as they can afford, and many family members of children in the centers con-

UNICEF 94-0226 John Isaac

tribute their time or skills, for example by painting murals to decorate the entrance to a center.

USAID/South Africa is providing funding to Ekuhlaleni to establish and equip a new central office for the organization; to provide training in management for Ekuhlaleni staff members; to train approximately 100 parents and childcare providers per year to operate ECD centers; to provide basic and play equipment; and to further communication between Ekuhlaleni and other groups in the Early Childhood field through participation in conferences and networking.

Ekuhlaleni empowers individuals at the grassroots level to help themselves, their children, and their communities rather than to succumb to despair over the absence of many financial and material resources which are taken for granted in other childcare environments. The outcome of Ekuhlaleni's efforts is that it has the potential to aid not only the communities in which the program operates but also others in desperate need. It provides a number of successful working models to support ongoing efforts to petition for adequate preschool care to local authorities, state, and donor agencies. For more information on Ekuhlaleni, please contact: Ekuhlaleni, Rose Mbude, P.O. Box 408, Athlone 7764, South Africa. Tel: (27-21)697-1271. Fax: (27-21)696-9869.

Coping with Young Children—A Group Approach

Taff Ely Health Unit—Mid Glamorgan, Wales

Submitted by Pamela Pritchard, Clinical Nurse Specialist.

In response to our request for information from the field, we received information on a project of the Rhondda Family Centre, in Mid Glamorgan, Wales.

Parents attending the Rhondda Family Centre of the East Glamorgan General Hospital identified a need for help with managing their children's behavior. Many of the parents had lost any sense of the positive in bringing up their children. Shouting, shaking and smacking had become the norm as parents were locked in confrontation with their offspring from breakfast to bedtime. Within a context of lives characterized by many sources of stress and disadvantage such as low income, debt, housing and relationship problems, these parent-child conflicts were unlikely to be resolved through support and general advice. Staff therefore began to explore more focussed group work approaches.

UNICEF 5134 John Isaac

An experimental group was set up, run jointly by a Clinical Nurse Specialist and a Family Centre Project Worker. An Educational Psychologist was involved in the planning of the group and acted as a resource for the school-aged children.

A Family Aide working with a family attended with the mother to help provide continuity outside the group. Health visitors were actively involved in supporting parents at home. Two mothers were referred for psychiatric help and links were made with their mental health workers. Social workers who had referred parents followed up on missed appointments and gave feedback to the group leaders. Two of the most important practicalities were addressed. Transportation was provided by volunteer drivers from Social Services. Pre-school children were cared for in an existing creche at the Centre.

The group ran for 12 weeks, with a mixture of centre-based sessions and home visits by appointment. Eight families started attendance; six completed the course. Although male partners were invited, only two attended, and those only briefly. However, the majority were involved at home visits.

All of the families had at least one child under the age of six years, some also had older children. The referred children were described as showing extreme non compliance, violent temper tantrums, aggression and destructiveness. Referred parents had experienced extremely difficult childhoods, e.g. loss of a mother, admissions to care. The families were also currently experiencing a

variety of stresses, including either extreme isolation or over-involvement of extended family, resulting in intrusive and conflicting advice.

The framework of the group sessions followed that suggested by Forehand and McMahon in their work with families in the U.S.A. (*Helping the Noncompliant Child*. New York: Guildford Press, 1981). This format focuses on the adult's behavior and has been shown to be effective in helping parents learn more positive skills with their children. It was adapted for a group approach, using a mix of role play, video, cartoons and group discussion, to help parents gain more awareness of their interaction with their child. Each session had a particular focus and problems were broken down into specific, manageable behaviors that were addressed one by one. The aim was to help parents gain confidence in their ability, and feel empowered to parent their child more effectively.

In particular, parents were helped to recognize, understand and support desirable behavior in their children, and to respond to undesirable behavior appropriately. Much attention was given to helping parents observe their children and recognize 'good' behaviors, positive qualities, and normal play and exploration behaviors. Many had never learned themselves to play as children, and so did not understand its purpose, nor how they might engage their child constructively in a play context. Several sessions also addressed problem behaviors directly, with the group working out individualized approaches or solutions that fit the particular parents and children.

In evaluation of the program, three methods were used. On a General Health Questionnaire developed by Goldberg, which is a standard screening device for anxiety and depression, all the mothers had reported symptoms well above the threshold for clinical depression prior to the course. After the group, all the scores had reduced considerably. On the Pre-school Behavior Checklist (McGuire & Richman), all children scored above the mark for 'behavioral difficulty requiring further help' before the group. After the group, all the children scored within normal limits. The third measure, a parent questionnaire, completed within the group setting, reflected positive experiences with the group and a desire for the group to last longer. In their conclusions, group coordinators found this style of group work to be a valuable method of empowering parents to change unsuccessful childrearing practices.

For more information on this program, please contact P. Pritchard, Clinical Nurse Specialist, Taff Ely Health Unit, East Glamorgan General Hospital, Church Village, NR Pontypridd, Mid Glamorgan, CF38 1AB, Wales, UK. Fax: (44-443) 217213.

An Ecological/ Cultural Curriculum

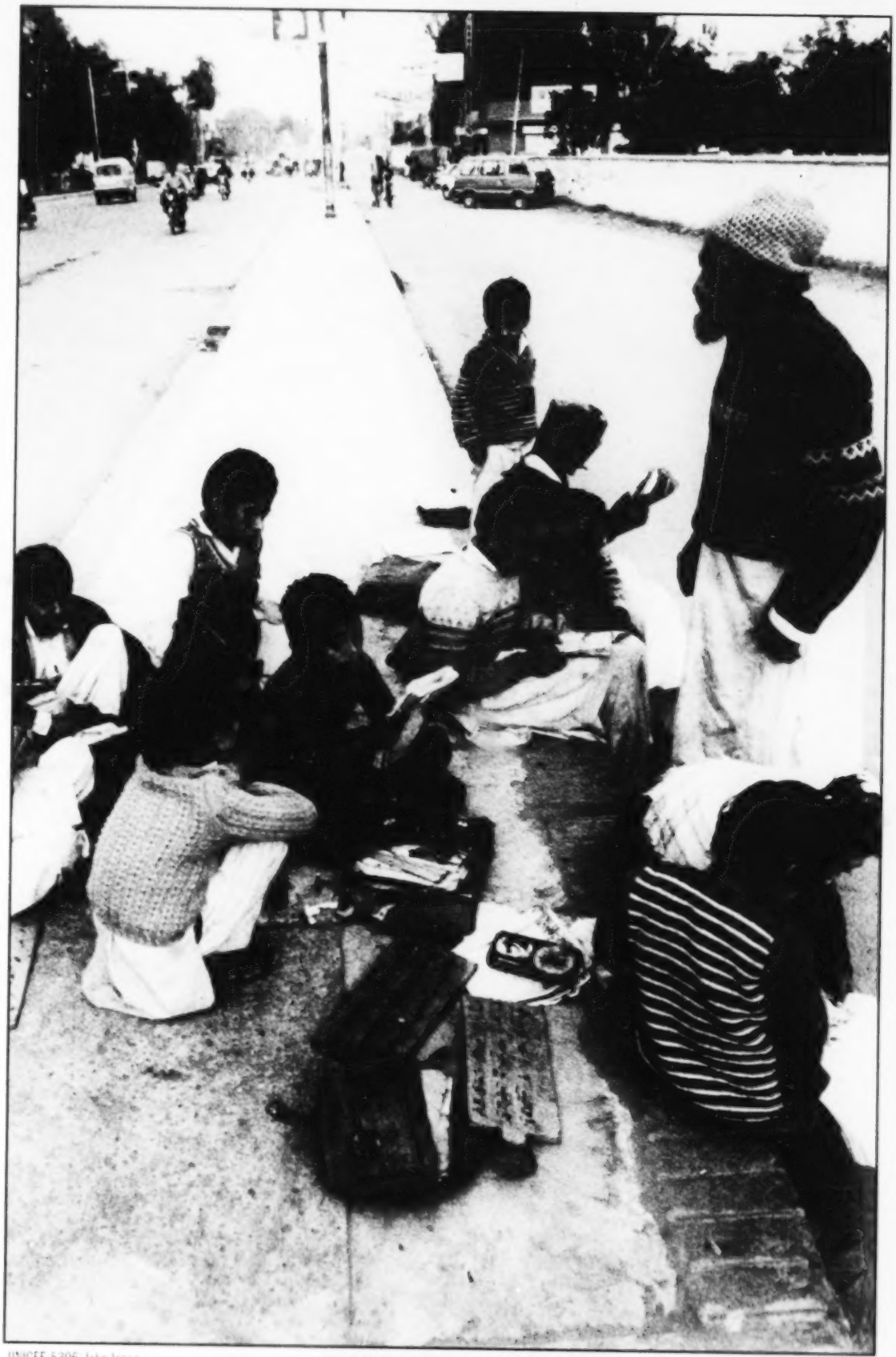
Young Naturalist Center for Preschoolers— California

Submitted by Dr. Marti Harmon, Director of the Young Naturalist Center.

A community-based, interdisciplinary curriculum for Early Childhood Environmental Education among culturally-oppressed populations was implemented with Rosebud Sioux Nations in Rosebud, South Dakota between 1989 and 1992. The curriculum was based on the ideals of educating young children using the natural environment and an ecological world view, and building curricular activities upon indigenous cultural traditions and practices. The director of the Young Naturalist Center describes her work in the following way:

> *In order to ensure the physical, emotional and spiritual well-being of this and future generations, it is essential that we educate young children in ways that will preserve their heritage and, at the same time, prepare them for the realities of life in a complex, interdependent world. This project is designed to [provide] an education process that empowers peoples whose traditional lifestyles have been overpowered by western cultural imperialism to reclaim ownership of their educational system, and by extension, reclaim their cultural identity. By providing a framework for integrating the innate values and teaching approach of a particular culture with developmentally appropriate, ecologically sound activities for young children, a new generation can be taught earth ethics and non-violent strategies for a peaceful world order.*
>
> *The goal of this project is to co-create, with local teaching partners drawn from the community's elders, medicine people, storytellers, artists, etc., a holistic, interdisciplinary, environmentally sensitive education which instills both the spiritual values necessary for emotional and social growth and the intellectual curiosity which makes learning a wondrous adventure. In so doing, we can plant the seeds of personal integrity, self-esteem and respect for all life—human, animal, vegetable, and mineral—essential to the creation of personal harmony which, through integration of self with the community, is the root of a peaceful world.*

Dr. Harmon hopes to expand this educational framework to other 'endangered' communities. The proposed expansion is described in a document titled, 'To Weave a Sunflower.' For more information, contact Dr. Marti Harmon, Young Naturalist Center, 12725 Landale St., Studio City, CA 91604, USA.



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Activities of the Secretariat

Project Update

Child/School Status Profile:

In October 1994 the CG Secretariat convened a meeting in Washington D.C. bringing together the teams from each of the four countries participating in the Child Status Profile Project (Kenya, Jordan, Jamaica and Colombia). Three categories of individuals were invited to participate in the workshop: project researchers from the four countries, researchers from other countries with experience in similar activities, and representatives of national or international institutions with an interest in the topic. The specific purposes of the meeting were:

- to exchange information and to extract lessons learned from the four country studies carried out during the first stages of the Child and School Status Profile Project.
- to learn from similar initiatives in other countries.
- to present and refine proposals for future work needed to create national systems for periodic monitoring of the status of children and of schools at the point of children's entry into the primary school.

At the Workshop each of the four countries reported on its progress to date. After presentations by the country teams, participants at the Workshop as a whole extracted lessons learned from the four country studies. This was followed by a general discussion of issues that the studies raised. These included: the specification of the indicators to be used, and whether or not there would be a common set of core indicators across the countries; the data collection process (in terms of institutions involved, sample, who collects the data, and the process for analyzing results); a definition of how results are to be reported; a process for insuring institutionalization of the profile process once this project is finished; and a specification of additional studies that should be undertaken to supplement the core activity.

The next stage was for each of the organizations to refine their proposals that were brought to the October meeting and present them for local funding. Jamaica and Kenya have now fully developed their proposals and appropriate funding is being sought. In

addition to submission of the individual proposals, the four national proposals are being pulled together and submitted as part of a general funding application from the Secretariat of the CG, intended to help move the project forward.

Eastern European Project: Who is Caring for the Children?

The study of the situation of young children in four Eastern European countries (Hungary, Poland, Bulgaria and Romania) is nearing publication. The studies have been completed in each country and the translated versions are being compiled into a report on the larger study. The results of the country studies were presented at a Gender in Transition Seminar, hosted by the World Bank February 1–2, 1995, in Bucharest, Romania. The full report will be available in Summer 1995.

Policy

The formulation of policy has been a part of the CG mandate since the beginning. The Secretariat has played a role in helping UNICEF, USAID, The World Bank, the Panamerican Health Organization, and Save the Children formulate policies for their organizations. A new twist on policy development for the Consultative Group is in working with governments to develop national policies related to Early Childhood Care and Development. In line with this, during 1994 the Secretariat helped to facilitate a policy initiative in South Africa (completed early in the year) and coordinated a study in Malaysia which lead to recommendations for future government involvement in early childhood activities. In both cases an early childhood policy was recommended to the government.

An ECD Policy in South Africa

The South African study begun in 1993 was completed in early 1994. The report is titled *Report of the South African Study on Early Childhood Development: Recommendations for Action in Support of Young Children*. It was published by the Centre for Educational Policy Development, Johannesburg, in August 1994. The document includes a survey of early childhood programs in South Africa and a discussion of what has been developed within the ECD network over the past 20 years. The report then goes on to make recommendations about the ways in which the government, in collaboration with NGOs, the private sector and communities, can provide support to young children (0–9 years of age) and their families. The recommendation that government take shared responsibility in the provision of ECD services has been incorporated into the Draft White Paper on Education and Training, Department of Education, Notice 1030 of 1994.

The Creation of an ECD Policy for Malaysia

Early in 1994 the Government of Malaysia requested that UNICEF support a study to assess the provision of ECD services in the country and make recommendations about the creation of a national ECD policy. A Task Force was pulled together specifically for the purposes of this study. It consisted of representatives of all the major Government ministries and agencies involved in provision of early

Activities of the Secretariat

childhood services. This Task Force helped shape the study and its members were a part of the process throughout. The project was facilitated by Judith Evans, serving as the external consultant, working with Kamariah Ismail as the local Project Director. As a result of the study an ECD policy was drafted for presentation to the Economic Planning Unit, for inclusion in the Seventh Malaysia Plan 1996–2000.

Decentralization —A Theme Everywhere

There appears to be a movement in most governments to decentralize services. In some instances this is extremely helpful since it allows for more community control of services. In other instances decentralization is simply used to take the pressure off of central government to provide services. Whatever the motivation, it is an increasingly common phenomenon. The Consultative Group is feeling the same pull to decentralize.

For the past several years we have included a line item in the budget to provide support for the development of regional ECCD groups. Nearly six years ago an attempt was made to establish a regional group in Africa, but it did not work. Donor agencies and local people were not ready to take it on. It proved difficult at that time to obtain funding for a regional secretariat or even for small meetings. Nor was there much governmental support evident throughout the region. However, this has changed.

A proposal to try once again to establish an African Regional ECCD group surfaced at the CGs meeting in April 1994. This, along with activities in relation to ECCD in Africa, Southeast Asia and Latin America, suggests the time is right to move to regionalizing CG activities. One of the avenues we would like to explore in 1995 is further support for *Regional Interest Groups*—how they should be developed and financed, and how they can be linked with the activities of the Secretariat.

One avenue to follow in Africa is in relation to an off-shoot of the Donors for African Education group. In October, Judith Evans participated in a meeting of FAWE, (the Donors for African Education (DAE) sub-committee concerned with female education), held in Geneva, Switzerland. The meeting organizers allotted time on the agenda to explore the possibility of establishing a sub-committee on Early Childhood Care and Development. Considerable support was shown for early childhood concerns. This provided the impetus for the ECCD Interim Steering Committee, formed earlier in the year in Mauritius, to more actively explore the possibilities of creating a regional networking and support group. (See page 50 for more information on this group.)

On December 10th and 11th, 1994 the Interim Steering Committee met in Zanzibar to develop a full proposal for the creation of an Early Childhood Development Network for Africa (ECDNA). The CG provided funds to the Interim Steering Committee to facilitate the Zanzibar meeting. A second meeting, to reach a much wider constituency, was held in South Africa 22–24 February, 1995. At that time plans were further developed.

The InterAmerican Development Bank

The InterAmerican Development Bank has increasingly found itself involved in programs that include an early childhood component. Robert Myers has written a paper titled *Toward a Program of Investment in Early Childhood Care and Development* to facilitate IDB's internal discussion about investment in early childhood programs.

The World Bank in Mexico

During the first quarter of 1995, Robert Myers undertook a review of preschool programs in Mexico. The emphasis within the review was on the relationship between preschool programs and primary school repetition. The study provided the basis for discussions between the Government of Mexico and the World Bank in terms of future loans related to support for young children and their families.

Publications

The Twelve Who Survive, by Robert G. Myers, is going to be published in softcover by the High/Scope Press. Robert Myers has written an Afterword for the book that talks about developments in the field of Early Childhood Care and Development since the 1992 publication of the hardback version of the book. The softcover edition will be available in Fall 1995, at an affordable price. Look for an announcement of the book in the next edition of the *Coordinators' Notebook*.

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Network News

World Bank (WB)

Early Child Development is a relatively new theme in the Bank. At the end of the 1980s, studies commissioned by the Bank recommended the implementation of policies designed to assist poor children by working directly with their families and by stressing educational support to the family unit. In the early eighties, very few Bank projects addressed this issue. Starting in 1985, however, the number of free-standing projects addressing Early Child Development has increased markedly. These activities are located within Social Sector, Nutrition, Health and Education Loans. The Bank has now gained valuable experience in the development and support of early childhood programs and interventions and is continuing to expand its investment in the area.

To promote and guide the Bank's increasing investment the document *Integrated Early Child Development: Challenges and Opportunities*, was written by Mary Eming Young, October 1994. This has now been translated into Spanish by Dr. Nestor Suarez Ojeda. In the next issue of the *Coordinators' Notebook* we hope to include a complete listing of the various early child development projects that are being supported by the Bank.

UNICEF

UNICEF—Middle East North Africa Regional Office (MENARO)

In 1994, the Education Section of UNICEF's MENARO contracted an ECD Consultant, Dr. Mohammed S. Khattab, to carry out a study of the status of ECD in the MENA region, under the supervision of Dr. Frank Dall, Regional Education Adviser. Data were collected from responses to a questionnaire filled in by UNICEF staff and national authorities. The report on the study comprises six chapters, 26 tables and 125 pages.

The introduction covers why early childhood development is important in MENA, the purpose of the review, methodology and data sources, limitations of the study, and organization of the review. Chapter 1 provides a review of existing literature on Early Childhood Education (ECE) in MENA. Chapter 2 provides a summary of the data collected in the study. In contains profiles of ECE programs in 18 MENA countries: Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Lebanon, Libya, Morocco, Oman, Palestine, Sudan, Syria, Tunisia, Turkey, UAE and Yemen. The country profiles contain the historical development of and current data on ECE, as well as constraints to ECE development. (No data were available for Kuwait, Qatar and Saudi Arabia.)

Chapter three provides a summary of ECE provision and its costs. There is information on ECE institutions, teachers, children, academic qualifications of staff, training of ECE personnel, curriculum and programs, buildings and equipment, supervision and quality of service. Also included in the chapter are a review of Koranic schools, government policy and the major constraints to the expansion of ECE in MENA countries.

Chapter four presents 12 critical issues which need priority attention, together with 12 related recommendations. These address national policy, the educational system as a whole, human resource development, equal opportunity, institutions, Koranic schools, adult-child ratio, curriculum and active learning methodology. In Chapter five, 16 indicators are proposed that could be used by educational planners

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and policymakers for monitoring and evaluating ECE services in MENA. The last section of the study includes a bibliography and copies in English and Arabic of the data collection tool. Copies of the report can be obtained by contacting Frank Dall, Ph.D., Regional Education Adviser, UNICEF, MENARO, P.O. Box 811721, Amman, 11181, Jordan. Tel: (962-6) 629571/658692. Fax: (962-6)640049/610570. E-mail: fdall@amman.gn.apc.org.

International Development Research Centre (IDRC) Social Policy Program, Social Sciences Division

Asia Programme: Communities in Transition Component

The Social Policy Program supports applied, multidisciplinary research on the content, planning, implementation, management and outcomes of social policy. The program for *Communities in Transition* will support research on the development status of particular segments and institutions (i.e. communities) of the Asian population undergoing social and economic change. It will focus on improving the capacity of these communities to achieve equitable and sustainable social and economic development through more effective policies and programs.

Rationale. Asian countries are characterized by rapid change in their economies, their environments, and in the way governments respond to the basic needs of their populations—and in how these populations are beginning, in turn, to respond to government. In the midst of these changes, and often with spectacular economic growth and modernization, there remain considerable numbers of situations in which there are poverty and inequality.

Within South Asia there are failures in allowing all to share equally in the social and economic gains, and in adapting with equal success to the pressures and opportunities of economic adjustment, social change and political reform. There is an important need to understand better the effects of these phenomena on the most vulnerable groups, and to identify and assess where policy and programs can better facilitate their more proactive participation.

In this context, the *Communities in Transition* program will concentrate on two problem areas. It will support research to examine 1) the effectiveness and equity of social services and governance systems, and 2) the impact of economic management, liberalization, and social and economic reform.

The program will support research in both the more and less advanced countries of the region. In the more advanced countries, the program will work with policymakers, scholars and practitioners to undertake research to open innovative lines of analytical and policy inquiry, and to share experiences and lessons learned. In countries with limited research capacity, the program will attempt to strengthen capacity through facilitating sharing of expertise from those countries in the region with a stronger research tradition.

Projects will be developed in the following areas:

1. Micro Impacts of Macro Adjustment Policies (MIMAP). Work already underway in the Philippines, India and Bangladesh will be further refined, adapted and expanded to other countries, such as Nepal, Sri Lanka and Vietnam. Research will monitor household and community welfare programs.

2. Management, Access and Quality of Social Services (MAQSS). Research will examine the factors determining access to, management and quality of social services, primarily in urban areas. Different ways of mobilizing and negotiating human, financial and social resources and of managing and delivering services will be examined and evaluated, especially as these pertain to vulnerable groups.

3. Changing Governance and Community Learning Systems. Research will address the learning and adaptive capacity of governance, community and organizational systems, and ways to strengthen and improve these capacities. It will consider the factors which facilitate and impede the participation of different communities in decision-making, particularly in the design, implementation and evaluation of policies and programs.

4. Gainful Employment and Concepts of Work. In any societal transformation, but especially during the accelerated social and economic transitions which many Asian countries are undergoing, occupations, livelihoods and life styles dramatically disappear or are modified, and new ones created. From this process of *creative destruction*, several research and policy issues pertaining to gainful employment come to the fore. Research will look at issues of human resource development and re-training. It will also look at how social development needs are, or can be, met through non-wage work.

The research supported under these four components will be complementary. Building on this, the program will pursue an integrated approach to research which influences the direction of policy, the quality of analytical capacity and, ultimately, the welfare of the societies concerned.

For more information on these research programs, contact: Dr. Anne K. Bernard, Social Policy Program, IDRC, P.O. Box 8500, Ottawa, CANADA. Tel: (613)236-6163 Ext. 2220. Fax: (613)567-7748.

High/Scope Educational Research Foundation (H/S) Update on High/Scope's International Activities

High/Scope's Efforts Expand in Asia

Recently Asia has become a focus of activity for High/Scope training and implementation. New High/Scope programs are now being established in Singapore, Indonesia, and Taiwan.

The dissemination of the High/Scope approach in Asia has generally followed a "partnership" model in which High/Scope staff form relationships with local educator/entrepreneurs interested in establishing chains of early childhood programs based on High/Scope principles. Getting a new demonstration program off the ground usually involves on-site training of local teachers and teacher-trainers by a High/Scope trainer, who may teach alongside local teachers for extended periods of time, as well as conduct training workshops. The goal of such training programs is certification of all the teachers by High/Scope, at which point the center can serve as the base for further dissemination of and training in the High/Scope approach.

Following this model, six certified High/Scope classrooms have been established in Singapore under the direction of Integrative Learning Corporation, a local consulting firm. A similar High/Scope implementation effort in Jakarta, Indonesia, is now underway, also operated by Integrative Learning Corporation, at the newly established High/Scope Early Learning Center in Jakarta. Planning for a second Early Learning Center in Southern Indonesia has already begun.

In Taiwan, High/Scope staff have formed a relationship with the firm of Paul Tsai Ming-sheng Enterprise, Ltd., a local company that has built a large demonstration center in Chai-Yi City, Taiwan. The ultramodern facility, called Children's Kingdom, houses a High/Scope-based preschool program that will eventually

serve 250 children. Once the program is certified, it can be a demonstration center for other preschools operated by the same firm as well as for the teachers' college. Contacts with Taiwan's Ministry of Education have indicated that once the center is well-established it may receive government support as a national training and demonstration center.

High/Scope and Integrative Learning Corp., Pte., Ltd., a private firm that has sponsored various High/Scope training efforts in Indonesia and Singapore, are close to an agreement that will establish the High/Scope Institute of Singapore. The Institute will be a center for training, curriculum demonstration, research, and the sales and distribution of High/Scope curriculum materials for Singapore, Malaysia, and Indonesia.

Plans are also being made for implementation of the High/Scope approach in Thailand. High/Scope staff are discussing training possibilities with Thai educators and public officials who recently visited High/Scope programs in Singapore. Those interested in the training include representatives of public and private preschool programs in Thailand and officials from the Thai Ministry of Education.

High/Scope in Europe

High/Scope staff have met with faculty from the University of Joensuu in Finland to discuss planning the establishment of a High/Scope Institute or a Training and Demonstration Center which would include a Demonstration Preschool in Finland.

In May 1994, David P. Weikart, High/Scope's President, and Boudewijn Bekkers, Managing Director of Averroes Stichting of the Netherlands, signed an agreement to establish the High/Scope Institute of the Netherlands.

UNESCO

UNESCO has sent us an outline of its early childhood strategy. It is characterized as follows:

UNESCO intervenes at inter-agency and inter-governmental levels and assists government in:

- forging links at the national level between primary education systems and early child development programming;
- undertaking sub-sectoral studies of the situation of young children and families, and formulating national and regional programs in Early Childhood Care and Education;
- encouraging research leading to practical action in favor of young children and families;
- identifying and supporting first-class universities and institutes which will research national needs and train high-level personnel to plan and animate national and regional policies;
- supporting model early childhood and family development projects that stress the education of women;
- promoting legislation on behalf of children and families, in particular the *Convention on the Rights of the Child*.

In 1995 UNESCO hopes to concentrate on five areas:

Expanding awareness of early childhood programming. Emphasis will be placed on ECE's contribution to education and its efficacy in preventing first year dropout. Linked closely to this aim is the project on Early Childhood Co-operating Centres. UNESCO's objectives in relation to Early Childhood Co-operating Centres are to:

- establish and support an Early Childhood Co-operating Centre in each sub-region by strengthening the research, training, documentation and networking capacities of a leading institution in the sub-region;
- promote, encourage and guide multidisciplinary reflection and research in the area of early childhood;
- create, with the Early Childhood Co-operating Centre as focal point, a network of early childhood foci in the sub-regions.

The Early Childhood Co-operating Centres will be contracted by UNESCO to:

- provide coordination and assistance to existing early childhood institutions, and enable them to serve as mobilizing and training centers within their sub-regions;
- provide advice, technical assistance and information briefs to national authorities on relevant early childhood issues to ensure the satisfactory development of young children, through family and community-based actions, relevant to the socioeconomic and cultural context;
- provide sub-regional training services for early childhood administrators and trainers;
- conduct information and educational campaigns to make parents aware of the importance of the early childhood period and of their own role in ensuring the harmonious development of the child;
- provide advice and training on techniques for creating low-cost educational/teaching materials—provide centers, programs and communities with low cost materials;

- collect and develop comprehensive documentation on early childhood issues, and co-operate with UNESCO in translating, publishing and disseminating practical documents.

Partners in this endeavor will include Ministries of Education, Social Action and Health, Faculties of Education and Medicine, as well as national non-governmental organizations, in collaboration with international partners, such as participants in the Consultative Group on Early Childhood Care and Development, the Centre International pour l'Enfance, the Agence de Cooperation Culturelle et Technique, UNICEF and WHO regional offices, and various international NGOs active in this domain.

Educating for the Convention on the Rights of the Child. This involves mobilizing Education ministries and communities in selected countries to promote the Convention among children and parents. UNESCO aims to make target populations aware of the right of children to a decent education and to improve the day-to-day participation of children in school life, which is the basic training for later participation in democracies.

Promoting family/school/community programs. UNESCO is preparing a research document on issues related to and programs which have effectively linked early childhood and primary education. Examples of successful efforts are being gathered from different countries for inclusion in the document.

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The first such Centre is being proposed in Burkina Faso. Following a mission to Ouagadougou, Burkina Faso, an expressed interest on the part of the Burkina Ministry of Social Affairs which oversees early childhood programming, and an agreement signed between UNESCO and Burkina Faso, UNESCO is investigating and preparing proposals to set up an Early Childhood Co-operating Centre in Burkina Faso for Francophone Africa.

Training of trainers in ECCD in selected countries in Africa. This project is being undertaken in co-operation with the Bernard van Leer Foundation, Save the Children USA and UNICEF. UNESCO and the Bernard van Leer Foundation are publishing the five-volume training pack, *Enhancing the Skills of Early Childhood Trainers*, which will be used for the training sessions in Anglophone Africa. Concurrently UNESCO is organizing a regional meeting on Early Childhood for Francophone Africa.

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UNICEF 94-0600 Betty Press

Collecting data is important as a basis for creating programs.

in Burkina Faso with FICEMEA (the international federation of CEMEA—an active learning training center movement started in France, with affiliate associations in 19 countries). This two-week meeting will bring together 60 people from 15 Francophone countries in Africa. The specific objectives of the meeting are to:

- study how one can organize the life of children under 6, in the family and in care and education structures, to encourage the development of children's potentials and enhance basic leaning skills;
- further knowledge on child development, and on the importance of mother-child, adult-child, child-child relationships;
- develop individual and collective thinking on the education, social and health functions of the different care and education structures;
- define the activities absolutely necessary for the proper development of children, pilot-test and implement them. Invent teaching/educational materials and aids (using resources from the local environment and the available local know-how);
- take into account the living conditions in the concerned countries, the difficulties in the lives of women and mothers, the importance of the role of mothers in the development of children. Examine what could be the role of professionals in a global mother-child-family nutrition, health and education approach;
- create an *Early Childhood Network* to encourage exchanges of experiences, awareness of what others are doing, and a cooperative search for desirable and feasible improvement.

Data base and publication activities. UNESCO will continue their series of regional directories of ECCE organizations, with the help of UNESCO regional offices. There are three currently in preparation:

Directory of ECCE Organizations in the Arab World
Directory of ECCE Organizations in Latin America and the Caribbean
Directory of ECCE Organizations in Asia-Pacific

UNESCO also plans to publish a *State of ECCE in the World Sourcebook*, containing country profiles highlighting current policies, partners, and information sources in the countries. With Childwatch International, UNESCO will publish a Directory of Children's Rights Research and Documentation Institutes in Europe, and will also

work closely together to mutually strengthen computerized information activities and make databases accessible to a wide number of users, in particular within the academic world and through the Worldwide Web Internet systems.

Christian Children's Fund (CCF)

The Christian Children's Fund is affiliated with over 1,300 community-based projects that benefit approximately 2.5 million children world-wide. In community-based, ongoing programs, CCF focuses on meeting the long-term needs of children while promoting self-sufficiency. The Department that oversees international programming, Child and Family Services, developed a three-year strategic plan that focuses on capturing, documenting, and learning from programming experience. Two critical components of this plan are to measure program impact on the lives of children and to integrate early childhood development program concepts into the design and implementation of projects.

CCF believes that as a child development agency, our experience in addressing the needs of the *whole* child should be reflected in how CCF defines and measures program outcomes. What are critical aspects of programs that would be part of CCF's basic definition of a project that fosters the development of specific age groups of children? What are simple and reliable standardized indicators that might be used to measure progress over time in these areas? To address these questions, a core set of standardized child health and education indicators have been developed, and will be integrated into existing evaluation systems that annually reach each of the 1,300 projects in Asia, Latin America, and Africa. CCF feels that it is vitally important to document the results of its programs, to demonstrate the difference they make in the lives of children, in order to continually improve upon what CCF is doing.

While CCF wants to be results-oriented, it also knows that there are many different strategies or program models for achieving these results. As they say, "there are many roads that lead to Rome." This reflects the fact that the problems, contexts, and conditions that CCF is addressing often differ, making it unrealistic to expect any single model or approach to be best in every situation. This thinking has led CCF to believe that its field offices in each country are in the best position to determine which program strategies or models will be most effective for addressing different problems, especially when strategies for tackling the same type of problem often need to differ within a single country because of cultural or regional differences. CCF appreciates that from the distance of its headquarters, it is difficult to determine appropriately what method of working is best. For this reason, CCF's focus is on the impact of its programs. The most effective way of obtaining that impact is left up to the National Offices.

Based on programming experience, both within its National Offices and from without, CCF believes that programs that address the overall development of the child are most effective. To identify, document, replicate and implement these types of programs, CCF has launched an appeal to its contributor base that focuses on early childhood development. The funds raised will be used to promote ECD program strategies within its organization in two general ways.

1. ECD programs that are implemented in stable, community-based projects will be targeted by the appeal. For example, to address high rates of illiteracy, social desertion and repetition, child morbidity and child mortality, CCF-Honduras developed the Programa de Orientacion Materno Infantil (POMI) to improve the life chances of children under the age of six who live in poverty. A group of mothers is trained in early child development stimulation techniques, and these *mother-guides* in turn, train other mothers in the community. A manual suggests activities that mothers can do with their young children that support their development in such areas as fine and gross motor coordination, cognitive, language and socio-affective development, and health and hygiene habits. The training manual also trains the mothers in such areas as nutrition, the importance of immunization, growth monitoring, pre- and post-natal care, environmental sanitation, vector control and safe water. This is but one example of the many ECD programs that CCF National Offices have developed. The money raised through the appeal will fund program evaluation, replication/expansion and implementation.

2. ECD program experience that has been gathered in specialized settings will be linked to community-based programs, and vice-versa. For example, CCF has implemented a training program for para-professionals and professionals in Angola to address the trauma of war on the psychological well-being of children. CCF works

in many communities around the world in which the effects of war and other traumatic experiences have been experienced by families. The specialized experience gained in Angola has application elsewhere, and creating this programming link is a second function of the money raised through the appeal.

Over the next year, every project in Latin America, Africa and Asia will implement the newly developed evaluation system that contains standardized health and education indicators. With the results of this agency-wide survey, CCF anticipates that effective ECD program models will be identified. The money raised through the appeal will augment CCF's efforts to expand its ECD programming experience in what it believes to be a critical area of program quality.

Education Development Center (EDC)

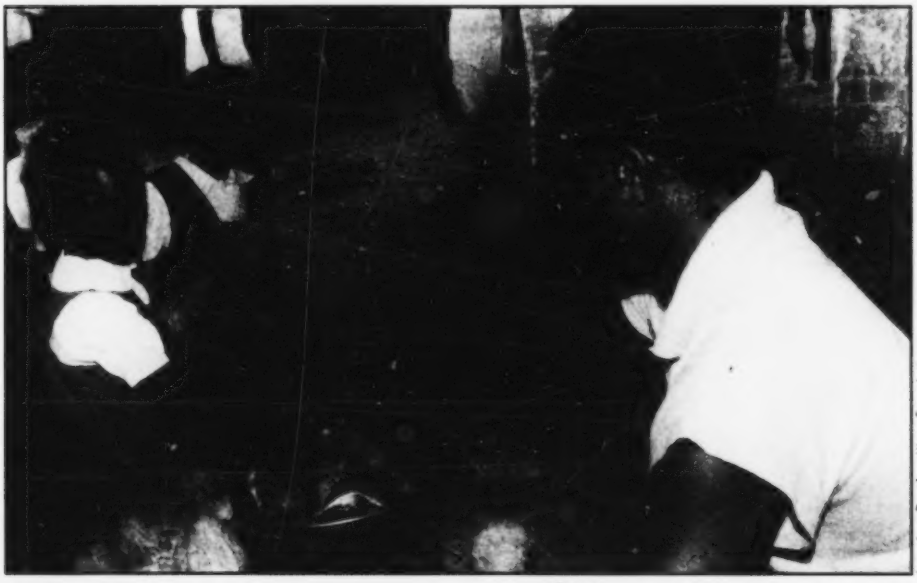
Using the Media for Early Child Development In South Africa

As South Africa transitions away from apartheid, new ways for the South Africans to express themselves and participate in governance are being analyzed and tested. One of these opportunities will be the increased access to the media.

Using radio and magazine and newspaper inserts to inform adults about elements of early child development has already met with some success in South Africa. The Small Beginnings early child development training organization, for example, is currently producing a community radio program in a local African language. In the weekly program, an Early Child Development (ECD) expert answers questions about the field. The response from the audience through letters and phone calls has far exceeded expectations.

Other NGOs are also participating. The Ntataise Trust is producing a video training series which will likely be aired on television through the SABC. The Education Foundation uses newspaper inserts to reach hundreds of thousands of people in the Natal region with information about early child development in several African languages. The Training and Resource for Early Education (TREE) NGO in Natal is about to embark on a project which will take AID-funded interactive radio instruction programs developed in Bolivia and change them to be useful in Zulu.

Recognizing the potential to use the media to a greater extent to support ECD, USAID/Pretoria recently asked the Education Development Center (EDC) to explore possibilities in South Africa and to bring experiences and lessons learned from interactive radio instruction (IRI) and other media to ECD projects around the world. In November, 1994, EDC organized a workshop of ECD specialists and media specialists to share ideas and formulate new project ideas. In February, 1995, a second workshop concentrated on more technical skills.



Jean-Luc Ray Aga Khan Foundation

In South Africa, like many countries with large pockets of poverty and few resources, finding innovative ways to train caregivers and reach children is difficult. Media such as radio and newspaper may be able to contribute needed support.

High Scope Foundation

Save the Children USA (SCF-USA)

The *Strong Beginnings* program enters a new era. From 1991 to 1994 Save the Children's *Strong Beginnings* projects were initiated in 18 countries, the Head Office Education Office was strengthened, SCF's distinctive program approach was refined and networks were established with partner agencies.

In 1995 *Strong Beginnings* will undertake several initiatives. These include:

1. *USAID "ABEL" Basic Education and Technical Assistance Contract.* Save the Children is a subcontractor in the Academy for Educational Development (AED)-led "Advancing Basic Education and Literacy" (ABEL) global technical assistance program, which involves providing technical assistance to USAID mission basic education projects around the world.

2. *Van Leer UNICEF-UNESCO-Save the Children Africa ECD Trauma Initiative.* The SCF Education Office will play a lead training role in a new three-year regional ECD Training of Trainers initiative from 1995–1997 for various African countries. Materials were developed in 1993 and 1994. The first training began in February 1995.

3. Strong Beginnings *Curriculum and Materials Package.* In early 1995, the Education Office will work with Cassie Landers to finalize, test and build upon a unique set of cross-cultural child development videos, booklets and parent education Training of Trainers guides. This will be available for use by the field offices and possibly be made available to a commercial audience.

4. *New US Program Framework and Structure.* The US field office teams will establish and refine a new program framework and operational structure. It includes:

- *New regional operational structures.* US field offices have now been re-organized into four regional field offices. Each regional office will have responsibility for administering projects in surrounding states, while the Atlanta office will be the headquarters for US family childcare program activity.
- *US program framework.* In August 1994, US field offices and Program Development jointly developed a new program framework for the USA. The Education, Health, Economic Opportunities and Humanitarian Assistance sectors will be expressed within a framework of four stages of a child's life—Infancy (pregnancy to 2 years), Preschool age (3–6), School age (6–12), and Adolescence (13–18). Four major national programs were identified for development over the next few years on a large scale within this framework. They are: Maternal & Child Health, Early Childhood Development/Family Child Care, Youth Development, and Family Support Centers.

Several new US projects are being developed. Currently these include:

–Navajo, Southeast and New Haven ECD daily childcare;

–multi-site STAR Youth Development;

–expanded cooperation with Atlanta SCF Headquarters;

–expansion of New York City Washington Heights Head Start project.

Under the broader mandate of Save the Children is *Partnership/Institutions Development (PID)—An Emerging Program Approach.* Throughout its community development history, Save the Children has emphasized local capacity-building as part of its approach. Not until the late 1980s, however, did changes in the development scene encourage Save the Children to seriously experiment with Partnership and Institu-

tional Development as an important new approach which complements the traditional child development focus. From 1990 to 1994, more and more field offices have entered partnerships and become involved in institutional development activities in the areas of child survival, sustainable agriculture, education/early childhood development, economic opportunities and AIDS.

By 1994 P/ID had become a common mode of operation. In April 1994, a brief P/ID workshop was conducted in Nepal, resulting in a draft P/ID Manual. An Asia regional workshop followed in September 1994, which identified more in-depth P/ID concepts, strategies, tools and techniques for P/ID work. In October 1994, there was a discussion in Head Office of P/ID concepts. In November a draft working paper on P/ID was circulated and reviewed. Major new P/ID programs have been established in West Bank/Gaza and Russia. By early 1995, a revised and expanded P/ID manual will be produced and made available to field offices.

Partnering and Institutional development activities and support efforts are expected to expand during 1995, forming a new complementary development approach and becoming a core competence of Save the Children. P/ID is expected to have important strategic implications for SCF's role in the processes of democratization, people's participation and the development of civil society around the world.

Meetings in 1994

Universal Primary Education: Parenting, Young Child Development and Quality Learning

Meeting held in Mauritius, May 9–12, 1994
Reported on by Cyril Dalais, Senior Education Adviser, UNICEF Education Cluster

We were thirty-six participants from ten countries of Eastern and Southern Africa and five agencies[1] interested in promoting young child development programs in the region. The specific purposes of the meeting were to:

–review our annual education programs in line with the Education for All (EFA) mid- and end-decade goals;

–identify supportive strategies, inter-sectoral linkages that would accelerate achievement of these goals, and sustainability with a special focus on the child, the parents, the family and the community;

–draw from current practices in the region to strengthen advocacy, build capacity and improve monitoring capabilities;

–establish a regional network to facilitate flow of information and exchange of expertise, and to build a data base.

We (the UNICEF-Education Cluster team) shared with participants UNICEF's priorities in basic education and our thinking on the African Education for All Initiative.

Participants from each country, in groups of three, comprised of UNICEF program officers, government policy implementors and NGO representatives, shared their programs, identifying common issues, problems, constraints and solutions, around the following issues:

Policy. Most countries are engaged in dialogue at the central government level, but little is actually being done at regional and local levels. The National Plan of Action and, in some instances, the Master Plans for Education, have proven to be useful tools in improving dialogue and have led to policy reviews and updates. More needs to be done to involve parents and communities in such dialogue.

Advocacy and mobilization. All countries are engaged in sharing information and in sensitization campaigns, although these seem concentrated at central and national levels. *Decentralization, participation* and *institutionalization* are concepts that need to be further clarified and used in getting more people to understand the 'expanded vision' of the World Declaration of EFA (Jomtien, 1990).

Capacity building. Most country programs are addressing this issue. Discussions

[1]Ethiopia, Kenya, Lesotho, Malawi, Mauritius, South Africa, Tanzania, Uganda, Zanzibar, Zimbabwe. (Mozambique and Swaziland were invited but unable to attend.) The agencies were: Aga Khan Foundation, Bernard van Leer Foundation, UNESCO, UNICEF and the World Bank.

centered on the need to reorient and 'redynamize' the management, administration, planning and monitoring of education systems. More needs to be done to provide opportunities for professionals in education to generate greater dynamism and improved technical know-how to enable administrators, planners, supervisors, head teachers, teachers and parents to promote Universal Primary Education (UPE).

Building partnerships. We have to work harder on building up partnerships. Most countries reported attempts at getting the State to work with NGOs and the private sector, but little was said about the structures, mechanisms and approaches needed to achieve a real partnership between the various actors, donors, supporters and deliverers of education.

Community participation. Country programs reflected this important component of the ways in which the community—parents, civic groups, local leaders, religious groups—can contribute. The discussions highlighted the potential of the community as an active participant in the *whole* education process, if development and sustainability are to be achieved.

Several important features emerged from our *reflexion dirigée*: addressing parents and the educational needs of the young child (both girls and boys) to ensure quality learning; and the specific educational needs of out-of-school youth, especially adolescent girls. A number of countries in the region are setting girls' education as a top priority. Several are focussing on the child in special circumstances, including the disabled child. There is a strong need to promote this focus, as a large proportion of such children currently have limited or no access to educational facilities.

Proposal for Networking in Africa on EFA Goals

Participants felt the need to develop a network and a special working group that would help them to draw from each other's experience and expertise, and to gain access to regional and local resources to support action towards EFA. It was suggested that this network could focus on:

–supporting the efforts of the African Ministers of Education;

–developing multisectoral and multiple strategies for the achievement of EFA goals;

–offering an appropriate basis for donor coordination in the investment of education;

–enhancing capacity building in various ways; and

–stimulating and strengthening bilateral and multilateral collaboration, networking, experience exchange and advocacy on a continent-wide basis.

The special meeting on the network emphasized that:

–the network should be driven by the internal needs of the participating countries;

–special working groups on various interest areas should be developed (ECD, adult education, non-formal education, primary education, etc.);

–this initiative should be seen as a way of strengthening existing contacts, exchanges and networking initiatives in line with the overall goal of strengthening South-South cooperation.

Agencies that participated in the meeting expressed interest in collaborating in a number of activities. The training outline for trainers of ECD programs presented by the representative of the Bernard van Leer Foundation was reviewed, and this will support UNICEF's efforts in capacity-building. The delegate from the World Bank introduced a plan for researching maternal and child development in the region. Several features of the research plan were reviewed by interested parties including the Aga Khan Foundation: the issue of continuity from home to school, the role of parents—mothers *and* fathers—and indicators for monitoring and evaluating child development. The representative from UNESCO introduced project proposals supported by the Government of Zimbabwe on the possibility of setting up a Resource, Documentation and Training Centre in Harare.

In sum, it was an interesting, informative and stimulating meeting that will contribute to shaping our Plan of Action for 1995–1996, as we proceed with the development and implementation of the African Education for All Initiative.

Article taken from *Education News*, UNICEF, Issue No. 9 July 1994.

Childwatch International

Meeting with Key Institutions within Child Research, Ranten Hotel, Nesbyen, Norway, 1–4 September 1994. Reported on by Per Miljeteig, Director, Childwatch International

Together with the Norwegian Centre for Child Research (NOSEB) Childwatch International invited leading institutions within the field of child research to discuss modalities for closer cooperation under the Childwatch umbrella. Directors and other representatives from 14 institutions worldwide participated in the meeting.

Since its inception, Childwatch has explored a variety of activities to promote

the network of institutions involved in child research and to gain experience from initiating and coordinating research and dissemination projects. The main types of activities are:

- research projects, such as *Indicators for Children's Rights*, and efforts to identify already existing data to use in monitoring implementation of the Convention and test its applicability in some selected countries, or *Children, Media and the New Screens* that will identify positive as well as negative effects of the new electronic media on children's lives;
- dissemination projects, such as *Childwatch TV Global Report*, to bring state of the art TV reports on positive and negative developments in the lives of children worldwide, based on contributions from the research community;
- identification of new research areas or definition of new approaches to old ones, such as *Children and Environment*, and *Raising the Child in an Environment of Violence*;
- support for capacity-building within child research institutions in developing countries, through developing collaborative projects;
- work to establish the infrastructure of the network, such as a data base on research institutions involved in child research, electronic conferences, bulletin boards and other ways and means of electronic communication.

Background and Objectives of the Meeting

Childwatch's first year of operation verified the need for an international network of child research to convey information and knowledge, based on facts and reliable analysis of children's situations, to those who develop policies and programs for children. In order to expand the group of institutions actively involved in the network, the Childwatch Executive Board decided to establish a core group of key institutions to ensure longer-term commitments than what individual researchers normally can make. By establishing a closer cooperation between some key partners, and combining their experience and capacity, the process of identifying and initiating new research projects could become more effective. Also, the needs of governments, UN agencies and NGOs could be served more effectively.

With the backdrop of experience that Childwatch has already gained through the activities mentioned above, as well as the experience of the participating institutions, the workshop focused on:

–identifying projects for cooperation;

–finding appropriate ways of implementing the commitment toward capacity-building;

–identifying dissemination projects and channels for exchange of information;

–setting up a resource pool of professionals for missions, seminars, consultancies, etc.

Childwatch functions as a facilitator in this process by:

–coordinating the dissemination of information;

–coordinating feasibility studies and need assessments;

–setting up an active database on ongoing research activities;

–operating an electronic conference for the key partners;

–identifying funding sources for joint projects.

Through the workshop a more permanent cooperation was established through which the participating institutions are able to strengthen their own individual programs and consolidate a strong international body of knowledge on the situation of children.

For more information about Childwatch and the institutions involved, contact: Per Miljeteig, Director, Childwatch International, P.O. Box 1096 Blindern, N-0317 Oslo, Norway. Tel: (47-22)85-4288; Fax: (47-22)85-5253; E-mail: childwatch@uio.no.

Shaping the Future: An International Early Years Conference

Meeting held in Manchester, UK, 12–14 October, 1991

Reported on by Feny de los Angeles-Bautista, Consultative Group on ECCD Advisory Committee Member

This international conference was the result of a tripartite collaboration involving the Northwest Division Office of Save the Children, UK, the Didsbury School of Education of the Manchester Metropolitan University, and the City of Manchester, which was dubbed the City of Drama for 1994. It was also a part of the 75th anniversary celebration of Save the Children, UK.

200 participants from 40 countries representing six continents converged in the historic Manchester Town Hall for three full days to focus on young children and families through keynote speeches, over 40 workshops and varied cultural presentations by children from different schools in Manchester. There were many opportunities for informal interaction throughout the day as well as the evening social programs.

UNICEF 93-1705/Lemoyne

Each child should be given the chance to shape his or her own future.

The participants included program officers from different country offices of the members of the International Save the Children Alliance, program partners of Save the Children from Asia, the Middle East, Latin America, Africa and Europe, teachers, development workers, researchers from policy and research institutes and universities, and from other international development organizations committed to early childhood development.

The opening and closing programs as well as two workshops featured an innovative *drama workshop in progress* involving 6- and 7-year-old children. This was part of the ongoing work of drama specialist Peter Wilkinson, coordinator of the drama and theater program of the Manchester City Council. This special participation of children highlighted the reality that Manchester truly has a multi-cultural population. Site visits scheduled for the last day of the conference included visits to the schools of the participating children.

Her Royal Highness Princess Anne, President of Save the Children UK, opened the conference with a reminder that the theme of the conference, *Shaping the Future*, should be interpreted to mean that each child should be given the chance to shape his or her own future. This chance depends largely on the quality of children's life experiences, especially in the early years, so that they can be enabled to make their own choices and decisions to shape their own future. She noted the fact that using an international conference as a venue for discussing the importance of the early years serves as a timely reminder that "we must share the world with others."

It was, in fact, significant that the recurring issues raised throughout the conference emphasized the common needs of young children worldwide, especially in terms of the right to quality early childhood experiences and programs. The broad range of issues involved in early childhood development were addressed through the five keynote speeches and the workshops. These topics included: social and economic policies and legislation in support of early childhood development and family programs; issues and problems affecting young children: poverty, racial problems, inequality, violence, war, changing family lifestyles; positive responses and viable alternatives (e.g. parent involvement, multi-culturalism, child-centered and community-based approaches to ECD, creative forms of working with young children and families including the use of various forms of media and community theater). The wide range of workshop choices offered an interesting sampling of country experiences in terms of programs as well as policy and research.

Jens Qvortrup from the University Centre of South Jutland, Denmark, spoke about the future of childhood and raised questions about how the changing demography of adult-youth populations, especially in Europe, affects the future of childhood as we know it today. He described a cycle in human life and civilization in which the lifestyles of children and their role in society changes depending upon the interaction between adult lives and needs and those of children.

Feny de los Angeles-Bautista from the Philippines focused on the *Promise and the Promise of Children's Programs*—a summary of

lessons learned worldwide that can serve as basic assumptions and considerations for children's programs. She ended with a reminder that we must think of young children today in the present tense, caring for them, teaching them and loving them here and now.

Bernadette Mosala from South Africa shared her experiences as an educator committed to the struggle against apartheid by maximizing the potentials of creative drama in her work with South African youth. One of the workshops during the conference was conducted by the South African Congress for Early Childhood Development. They shared their experiences in working for community-based involvement in sustaining state provision of early childhood development programs. They emphasized the empowerment of communities in order to assume full responsibility for the early childhood education centers especially in the rural areas.

Gillian Pugh, Director of the National Childrens Bureau in the UK, pulled together the common threads from the keynote speeches and the workshops by reiterating some fundamental principles: that children are important in their own right; that valuing children includes respect for their cultural identity and heritage; that parental support and involvement must build on customs of families and the varied cultural patterns of childrearing. Gillian Pugh referred to Urie Brontenbrenner's introduction to Myers' *The Twelve Who Survive*, where he pointed out the importance of interaction with parents and caregivers characterized by a shared sense of purpose, accountability and shared responsibility for decision-making. She also pointed out that early childhood development is still a women's issue and until we make it also a man's issue we cannot make as much progress as we would like to. So what is the role of fathers and men? She suggested that inclusion is the way forward. Children do not include or exclude others until they are taught to do so.

Peter Moss of the London Institute of Education was the last keynote speaker. He suggested that popularizing the broader term 'early childhood experiences' rather than 'services' or 'programs' would help to clarify the importance of quality early childhood development in all its forms. He discussed the topic "Equality, Quality and Reconciliation: A Vision for the Future" in terms of the socio-economic conditions in the member countries of the EEC, where there is still great disparity in terms of family income and access to services for children. He spoke of a familiar world marked by increasing unpredictability which has implications for developing stability in family lives. Most services for children are chronically under-researched and there are many unpaid and underpaid women workers in early childhood services. He proposed a 'here and now' benefit which young children should have access to now because they have a right to a fair share of resources now. Developing countries spend 5% of their GDP on public services, including education. Children under 6 have a right to at least 1/5 of the GDP for early childhood services if they are to receive their fair

Katherine Hinckley Aga Khan Foundation

Quality in education starts with local participation.

share. But no country in Europe—except Denmark—can say that they actually spend that much on young children now.

On the issue of quality, which Peter Moss described as one of the most overworked words in the English language, he pointed out that quality is not a Holy Grail and that the search for quality is not to be led by experts. Insufficient attention has been paid to the subjective nature of quality. The wide range of interest groups or stakeholders—children, parents, teachers, researchers, workers, employers, children and communities—must all be involved in defining 'quality'. Reconciliation of equality and quality goes beyond providing services for children. Other public issues must be addressed in order to reconcile these. The needs of children, women and men must be addressed through employment policies that balance employment and caring.

Within SCF-UK and for some of the program partners from different countries, this Conference was the first time that there was a real exchange with the program managers and staff members of the UK offices. It was an important step toward strengthening the position of early childhood development on the agenda of SCF-UK worldwide. They were able to exchange experiences which validated the importance of SCF-UK investing in early childhood development if it is to fulfill its commitment to the world's children.

The conference was a valuable and enriching opportunity to renew and strengthen ties but also to meet colleagues from different parts of the world. The participants parted with a shared realization that there are more similarities than differences among us, and that we can speak in one clear and loud voice on behalf of the world's young children. Maybe then young children will have better chances of getting their fair share of the world's resources today.

Partnership for a Better Childhood

Arab Resource Collective (ARC)
Cyprus, December 2–6, 1994
Report submitted by Indu Bahuguna, Consultative Group on ECCD Advisory Committee Member

Like the rest of the world, the Arab countries have become more aware of the importance of early childhood care and development, and the involvement of parents and the community in the process. Fulfilling one of its objectives of strengthening the integrated approach through regional workshops and effective networking, the Arab Resource Collective (ARC) organized a Regional Workshop on *Partnership for a Better Childhood* in December, 1994.

ARC's role in the region is to promote participatory practices among those working in Early Childhood Development (ECD). It has made the commitment to act as a facilitator in the process of change. ARC's primary role in the region is:

- to provide the opportunities for exchange of experiences in the region;
- to network, building on existing experience and working toward integration of the various types of ECD services and programs, both on the local and regional levels—ARC also seeks to enhance and complement the work of the ECD programs by pooling human and material resources;
- to promote a common professional language.

The December workshop included participants from ten different countries in the Arab world. These included Lebanon, Palestine, Jordan, Yemen, Egypt, Syria, Morocco, Israel, Saudi Arabia, and Iraq. Among those who attended were practitioners, policymakers, academics, advisors and donor agencies. Within the workshop there was an opportunity to see to what extent the challenges and initiatives identified in a similar workshop in 1992 were followed up and what progress had been made.

The workshop was based on the following rationale:

1. Communities and families are the foundation for providing a better childhood. Therefore, a change in attitudes, practices and policies of professionals and institutions is essential to realize effective partnership with families and communities.

2. Providing children with a better childhood necessitates a holistic approach to ECD, involving cooperation and liaison between disciplines and agencies in education, health and social work in their work with families and the community.

3. Accomplishing this in the Arab society requires an orientation and network that will support the development of these partnerships. Working together will ensure sustainability in ECD programs.

The Challenges

Building on the challenges identified in the 1992 Workshop, and the experience of the participants since then, there were four main topics taken up for analysis, allowing for the sharing of experiences. With the focus being Partnership in ECD, participatory group work was initiated in relation to each of the four topics.

The philosophy of partnerships in ECD. The group defined partnership and why it is important. They identified the partners involved in ECD programs and their respective roles. There was clarification of where the roles overlap and where they are complementary. In terms of implementation, the group defined the forms that partnerships can take, the criteria for entering into partnerships, and the types of policies that would be supportive of partnerships.

Human Resource Development. The task of this group was to identify and evaluate existing strategies for: a) training, in the light of partnerships with parents and families, community and society, institutions, and local authorities and government; b) creating support systems for partnerships, including liaison and communication channels, resource centers and crisis intervention centers; and c) sustaining ECD systems, through legislation, policy and philosophy, funding, feedback and evaluation, and networking.

Enhancing and valuing community awareness and participation in partnerships. This group was charged with the task of identifying levels of community awareness and the existing practice of partnerships within the countries participating in the workshop. After addressing the issue of why community participation is important, the group identified modalities of participation—bringing in institutions, building on community interest, using mass media, and creating integrated programs. There was also a discussion of future developments, with a focus on training, resources, and the roles of institutions in the process.

Material resources for partnerships. This group identified and evaluated existing resources for training, networking and support systems, and advocacy. They also discussed the development and enrichment of resource materials that would build on the cultural heritage, build on parents' experiences, build on the knowledge of the various partners, use resources available in the environment, and provide for equal opportunity. Also of concern were ways of sharing, disseminating and accessing resource materials.

After three days of deliberation, the groups came up with the recommendations for further work on ECD in the region. Broadly, these included:

- to develop alternative approaches to bring ECD to all children. This would include children in center-based programs, like kindergartens, as well as those in community-based programs, and the creation of new innovative programs to cover all children;
- to increase networking and the sharing of human and material resources, through periodic regional workshops, newsletters, exchange of materials, etc.;
- to engage in advocacy for ECD with governments and other policymakers, including donors and funders;
- to establish criteria for quality and standards in ECD.

The workshop allowed for a rich and productive sharing of experiences, and ended with the promise of close follow-up activities that would ensure forward movement in terms of the recommendations.

There is great strength in working together, and partnerships at all levels will enhance the outcome of individual efforts. The enrichment of ideas that comes with the exchange of experiences and networking augurs well for the future of ECD in the Arab countries.

For more information about the activities of the Arab Resource Collective (ARC) and for a copy of the Workshop report (in English or Arabic), contact the Arab Resource Collective, P.O. Box 7380, Nicosia, CYPRUS. Tel: (3572) 452 670, Fax: (3572) 458 212.

It is important to promote community participation and partnerships.

Publications and Videos

The Progress of Nations
NEW YORK: UNICEF 1994
REVIEWED BY ROBERT G. MYERS

In many ways this volume marks a refreshing departure from those documents that use statistics in order to show how nations are faring. It is a departure because:

–It admits right from the beginning that the numbers used are often weak and are sometimes based on statistical trends rather than on actual measurements. For example: half of the sub-saharan countries of Africa have not measured infant mortality ratios directly for ten years or more and fifteen of these continue to base data on information collected during the 1970s. This simply warns the reader to beware but the volume still uses and analyzes the statistics.

–It focusses as much on deviants (over and under achievers) as it does on hierarchies—the rank ordering of countries based on various statistics. For example: with respect to literacy deviant poor countries with high literacy rates include Vietnam Sri Lanka Peru and China whereas relatively rich countries with lower literacy rates include Libya Gabon Iraq and Saudi Arabia.

–It presents some areas not usually included related to Child Rights. An example of this is the presentation of information about child prostitution.

–It contains signed commentaries most international documents are anonymous dealing with nutrition health education family planning women the rights of the child and children in the industrialized world.

Notwithstanding its novel presentation *The Progress of Nations 1994* continues to place its emphasis on data describing child survival and growth it does not rate so well if judged by its treatment of Early Childhood Development.

–In the introduction passing mention is made of mental development but there are no indicators of mental development offered in the body of the report.

–Neither the educational commentary nor the section on educational disparities makes any mention of early education.

–The nutritional commentary omits any reference to the effects of early stimulation and contact on nutritional status.

–The article dealing with women discusses the importance of various technologies that might be adopted in order to lighten the domestic work burden carried by women but the discussion does not include alternative forms of childcare among them.

The above suggests that both the lack of agreed upon measures indicators of psycho-social development and a lack of attention to this area by statisticians result in a gap in international statistics that should be filled.

UNICEF
Annual Report 1994
NEW YORK: UNICEF 1994
REVIEWED BY ROBERT G. MYERS

A glance at the annual report of UNICEF indicates that a clear priority has been given within its education activities to primary school education and to education of the girl child. In seeking to make these priorities clear in its annual report UNICEF has not given Early Childhood Development the place that it actually occupies within programs of UNICEF. For instance although reference is

made to several publications and networking activities carried out by the New York office that relate to early childhood development, no mention is made of any program in the field, where 70 countries are presently providing funding for early childhood education and development activities. UNICEF participation in the Delhi meeting on Education for All is noted, but no mention is made of the fact that early childhood development was a major topic at that meeting and that UNICEF helped to promote the topic. This observation on the UNICEF Annual Report is made in the hopes that *Coordinators' Notebook* readers who are in the field and who have contact with UNICEF will seek ways to help make early childhood activities more visible and stronger within UNICEF programs. This can be done by presenting local offices with good proposals for early childhood development activities that can and should be incorporated into ongoing programs of education, nutrition, health and social welfare.

Sights and Sounds of Children

HIGH SCOPE INTERNATIONAL VIDEOTAPE SERIES

A set of 15 videotapes provides on-the-scene details of early childhood care and education around the world. Preschools, kindergartens, childcare centers, family day care homes and children's own homes are included. Two to four typical settings are portrayed in each of 15 countries spanning Asia, Africa, Eastern and Western Europe, and the United States. Specifically, the countries included are: Belgium, China, Finland, Greece, Hong Kong, Indonesia, Italy, Nigeria, Poland, Romania, Slovenia, South Korea, Spain, Thailand, and the United States.

The videotapes dramatically expand our understanding of how themes and resources influence preschool children's behavior and activities. They reveal how adults interact with children. The series shows not only the elaborate equipment and setting that some communities provide for children, but also the resourcefulness and caring with which adults serve children even under difficult circumstances.

This video series is a valuable tool for use by professionals who train adults to work with children from different cultural and ethnic backgrounds. Both trainers and teachers can learn from the videotapes to promote sensitivity and insights regarding cultures, values and customs. Specifically, the series provides an opportunity to:

- observe young children's behaviors and activities across countries.
- view a variety of adult-child interaction styles.
- see different educational approaches used in 15 countries.
- learn how facilities, materials and program philosophies vary from setting to setting.
- develop professional observation skills.
- trace certain themes or subjects across the countries—art, music, role play, movement, fine-motor skills, large-motor skills, games, child choice, teacher planning and program philosophy.
- view U.S. early childhood services in a broad cross-national context.

The videos can be ordered individually or as a complete set. For information contact: High/Scope Press, 600 N. River St., Ypsilanti, MI 48198-2898, USA. Tel: (313)485-2000, Fax: (313)485-0704.

Little Well Beings: A Handbook on Health in Family Day Care Homes

CANADIAN PAEDIATRIC SOCIETY

Little Well Beings was designed for those who are caring for children in their homes, in all parts of the world. The book provides practical answers to common questions that concern children's health, nutrition, guidance, safety and well-being. The "Tools" section provides caregivers with simple charts, records and other tools that can be

used to ease the stress of childcare, improve communications with parents, and increase understanding of children's development and well-being. This is a valuable resource for those involved in designing family day care programs and working with family day care providers.

Developed by a 38-member national advisory committee (which included representatives from the family day care community and physicians), *Little Well Beings* is an easy-to-read, user-friendly and practical reference book that is invaluable for parents, family child-care providers, public health officers and physicians.

Little Well Beings is available in either English or French and can be ordered from: Canadian Pædiatric Society, 401 Smyth, Ottawa, ON K1H 8L1, Canada. Tel: (613)737-2728; Fax: (613)737-2794.

South Asia's Children

NEWSLETTER PRODUCED BY SAVE THE CHILDREN (SCF) SOUTH ASIA REGIONAL OFFICE (SARO), KATHMANDU, NEPAL

South Asia's Children is intended to help in the sharing of experience, ideas and information of SCF policies and technical guidelines, and as a way of explaining SCF's work in the Region. It is intended for use by SCF staff and the staff of various partner agencies with which SCF is working. The newsletter contains articles describing SCF's work and examples of projects being developed in the Region. There is also a listing of resources found within the Regional Information Resource Centre at SARO.

A recent edition (Number 5, Summer 1994) focused on SCF's Children's Education Work. There was a description of programs being supported in India, including the *Shepherd Schools* in Rajasthan, *Mobile Creches* in New Delhi, *Deepalaya Education Society* in South Delhi, the *All Bengal Women's Union* which operates pre-primary schools in Calcutta, *Arthik Samata Mandal* which operates in south India, a *Nutrition on Wheels* project in Madras, and the *Society for Integrated Development of Himalaya* in their work in preschool education and rural development. In Bangladesh SCF works in partnership with *Phulki*, an NGO which is involved in early childhood programs for children of garment workers. Other initiatives include CHILD-to-CHILD health education, creches and mobile day care centers in the brick fields where women are employed to break bricks by hand. In Sri Lanka SCF provides training courses, equipment and educational toys for 50 daycare centers, and is involved in the development of a Special Education Project. In Nepal SCF is developing ways to improve children's health through the use of the CHILD-to-CHILD approach. And in Pakistan SCF is working in the desert south east with the *Tharpakar Rural Development Project* establishing primary schools for girls in an attempt to keep girls in school.

Copies of *South Asia's Children* are available free of charge in developing countries. To receive a copy contact: Regional Information Officer, Save the Children Fund (UK), South Asia Regional Office, GPO Box 5850, Ekantakuna, Jawalakhel, Kathmandu, NEPAL. Tel: (977-1)527152/ 523924; Fax: (977-1)527266.

Lisa Ray Aga Khan Foundation

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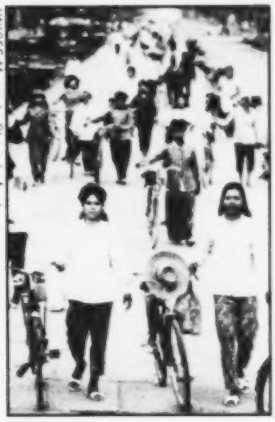

UNICEF Mamichi Shimichi Arabe

The Road To Beijing

In August and September of 1995 there will be two important meetings in Beijing, China, which focus on women. There is *The Fourth World Conference on Women: Action for Equality, Development and Peace*, September 4–15, 1995 convened by the United Nations, and the *NGO Forum on Women*, held from August 30–September 8, 1995, a more informal gathering of NGOs. While these two events run parallel to one another, they have a common goal which is to promote womens concerns and develop policy supportive of women's development.

Over the past five years there has been a series of meetings, held locally, nationally and regionally, to frame the Conference. At these meetings womens concerns have been expressed and the Plan of Action to be presented in Beijing has been formulated. In March 1994, the 45-member UN Commission on the Status of Women, acting as the Preparatory Committee for *The Fourth World Conference on Women: Action for Equality, Development and Peace*, met to consider the Draft Platform for Action. They identified 10 critical areas of concern around which the platform is organized. These include:

- the persistent and growing burden of poverty on women;
- inequality in access to education, health and related services and means of maximizing the use of womens capacities;
- violence against women;
- effects of armed and other kinds of conflict on women;
- inequality in womens access to and participation in the definition of economic structures and policies and the productive process itself;
- inequality between men and women in the sharing of power and decision-making at all levels;
- insufficient mechanisms at all levels to promote the advancement of women;
- lack of awareness of, and commitment to, internationally and nationally recognized womens human rights;
- insufficient use of mass media to promote womens positive contributions to society; and
- lack of adequate recognition and support for womens contributions to managing natural resources and safeguarding the environment.

The Draft Platform of Action was then reviewed at each of five regional ministerial meetings held in 1994, and revisions have been made. Within the regional meetings the issue of childcare and the intersecting needs of women and children were addressed by a number of groups. These have been incorporated into the Draft Plan of Action, which will be presented at the Beijing Conference on Women. If agreed upon at the Conference, this document will serve as the major policy document to which governments will be held accountable in the coming years.

The second meeting taking place in Beijing, the *NGO Forum on Women*, will be held from August 30–September 8, 1995. The theme of this conference is *Look at the World Through Women's Eyes*. Within the NGO forum it is anticipated that 30 000 participants, representing NGOs from around the world will address this theme through workshops, roundtables, displays and informal discussions.

The Secretariat of the Consultative Group has organized a workshop to be held during the NGO Forum which focuses on the Intersecting Needs of Women and Children. If you are planning to come to Beijing, let us know you will be there and look for the workshop in the schedule. We would welcome your participation. We also invite readers who come to the conference to send us information on workshops or events you may have attended there in which the needs of young children have been addressed. These will then be highlighted in a future edition of the *Coordinators' Notebook*.

Calendar

June 19–July 7, 1995

International Early Childhood Care and Development Summer Institute. Victoria, B.C.

In cooperation with UNICEF, the School of Child and Youth Care at the University of Victoria (UVIC) is offering a three-week Summer Institute focusing on the establishment of an on-going Training of Trainers Program for those involved in the development of early childhood services for children, families and communities internationally.

The principal objective of the 1995 ECCD Institute is to bring together experienced academic and program professionals to plan the scope and structure of an on-going program for the training of ECCD trainers and senior level program officers from around the world. They will have a particular focus on the needs of children, families and communities in developing countries. The format of the Institute is interactive and participatory. It is designed to model a flexible and creative approach to adult education that can subsequently be employed with in-country training. This particular format has evolved over a six-year period at the School of Child and Youth Care and has been well received by mid-career ECCD professionals. Faculty for the Institute include: Alan Pence, Cyril Dalais, Kofi Marfo, Emmy Werner, Don Barr, Judith Evans, Robert Myers and Cassie Landers. For more information about the Institute contact:

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September 26–29, 1995

The Child as a Priority on the World Agenda: What will it Take?
Puntarenas, Costa Rica

The seventh annual World Summit of the International Forum on Child Welfare (IFCW) will take place from September 26–29 in Puntarenas, Costa Rica. The meeting is being hosted by the Fundacion Paniamor. Over the course of the three days, participants will have the opportunity to discuss issues which impact on the lives of children and develop strategies for increasing the impact of NGOs on public policy and social change. The Secretariat of the Consultative Group, together with the Early Childhood Unit of the National Children's Bureau in the U.K., is organizing a day-long Symposium on Family and Development, with an emphasis on Early Childhood Development.

For additional information on the meeting contact:
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August 30–September 8, 1995

The NGO Forum on Women, Beijing, China

The theme of this conference is *Look at the World Through Women's Eyes*. Within the NGO forum it is anticipated that 30,000 participants, representing NGOs from around the world will address this theme through workshops, roundtables, displays and informal discussions. For more information see *The Road to Beijing*, on page 61.

Calendar

September 4–15, 1995

The Fourth World Conference on Women: Action for Equality, Development and Peace, Beijing, China

The Fourth World Conference on Women will be convened by the United Nations at the Beijing International Conference Center. For detailed description see *The Road to Beijing* on page 61.

The Coordinators' Notebook, a publication of the Consultative Group on Early Childhood Care and Development, is published twice annually.

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THE CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT (CG) is an international, interagency group dedicated to improving the condition of young children at risk. The CG grounds its work in a cross-disciplinary view of child care and development.

Launched in 1984, the CG has taken as its main purpose the fostering of communication among international donor agencies and their national counterparts; among decision-makers, funders, researchers, programme providers, parents and communities with the goal of strengthening programmes benefitting young children and their families.

The Consultative Group is administered and represented by its Secretariat. The Group includes an International Advisory Committee and a broad-based network of participating organisations and individuals who share a commitment to fostering the well-being and healthy development of young children.

Administrative backstopping of the CG is provided by the High/Scope Foundation. Financial support for the Secretariat comes from participating organisations.

GOALS

TO INCREASE THE KNOWLEDGE BASE. The CG gathers, synthesizes and disseminates information on children's development, drawing from field experiences, traditional wisdom and scientific research.

TO SERVE AS A CATALYST. The CG works to increase awareness of issues affecting children, developing materials and strategies to help move communities, organisations and governments from rhetoric to practice, from policy to programming.

TO BUILD BRIDGES. The CG fosters networking among those with common concerns and interests working across sectoral divisions, putting people in touch with the work of others by organising meetings, by disseminating information through publications, and by serving as a communications point.

TO SERVE AS A SOUNDING BOARD. The CG engages in dialogue with funders and decision-makers about developments in the field, providing the base for policy formulation, planning, programming and implementation.

Members of the Secretariat occasionally provide technical assistance to individual organisations in programme design, implementation and evaluation, and in the writing of technical papers and reports.

The *Coordinators' Notebook* is produced twice annually. It is one of our networking tools. Each issue focusses on a particular issue or topic, as well as offering network news. We try to provide information on the most appropriate research, field experience and practices to benefit individuals working with young children and their families. We encourage you to share this information with the other networks you take part in. Feel free to copy portions of this *Notebook* and disseminate the information to those who could benefit from it. Please let us know about any programmes or efforts benefitting young children and their families in which you may be involved.

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